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ABSTRACT

This guidebook is offered as a resource for teachers who want to take a leadership role in initiating and directing teacher centers. The references and suggestions used in preparing this publication were based on teacher center proposals that have been funded by the Office of Education. There are six primary areas of this subject covered. The first part describes the role of the American Federation of Teachers in supporting teacher centers and offers suggestions on project ideas. Planning a proposal, suggested meeting agendas, rules and regulations, and evaluation criteria are the subject of the second part. In the third part, developing a needs assessment instrument for the teacher center is discussed. The personnel of the teacher center is the subject of the fourth part; the project staff, director qualifications, specialists, and coordinators are considered. Included in this section are sample budget forms and methods of projecting a budget. The completed proposal for a teacher center is the focus of the fifth part, including suggestions on obtaining government funding. Federal regulations regarding teacher center funding are listed in the final section as well as resources available for support for such projects. (JD)

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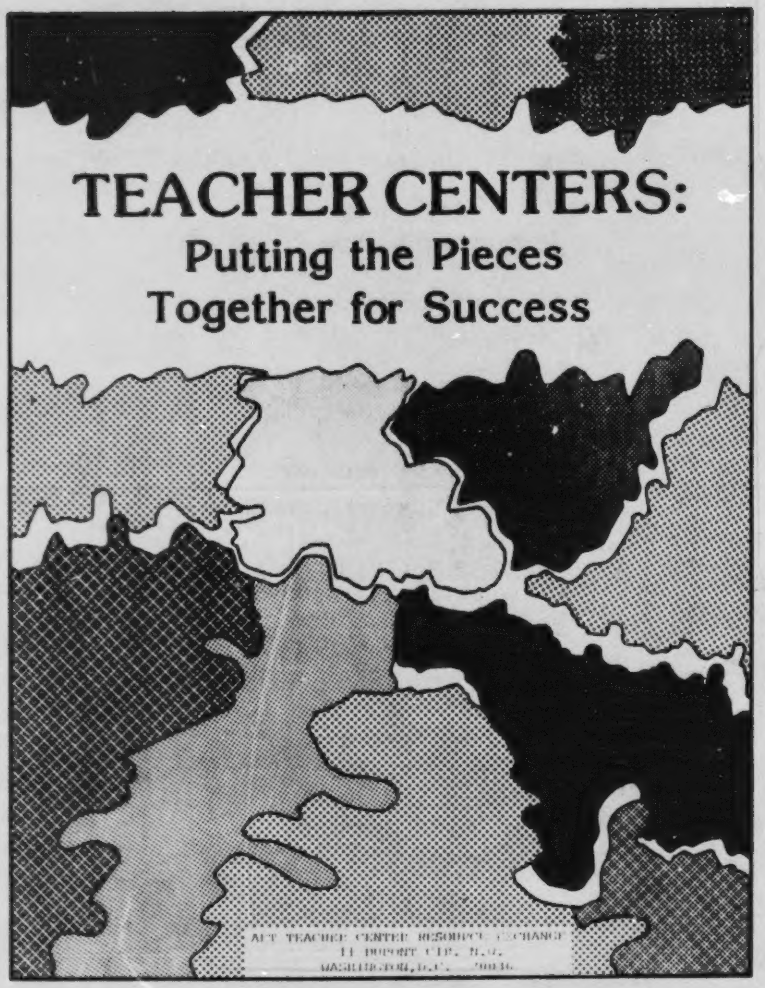

TEACHER CENTERS:

Putting the Pieces Together for Success

AFT TEACHER CENTER RESOURCE EXCHANGE
11 DUPONT CIR. N.W.
WASHINGTON, D.C. 20036

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A Guidebook For Teachers

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SP 013 727

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The AFT Teacher Center Advisory Group was created by the American Federation of Teachers Executive Council in February of 1977. The group is composed of key leaders from various sections of the country who have expertise on the subject of teacher centers. They serve as a resource to locals working on the development of teacher centers and offer advice and information to the Executive Council on the subject.

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INTRODUCTION

Teachers in the United States as well as in other countries of the world have become attuned to their new role as initiators and directors of professional development programs. The sixty-one centers funded by the U.S. Office of Education Teacher Center Program held great hope to all interested in inservice education produced by collaborative planning.

The long awaited teacher center legislation has provided the impetus for searching out unique ways of delivering relevant programs geared to the needs of classroom teachers. There is new excitement about classroom teachers acting as teacher center consultants. Teachers are eager to participate in programs they have helped develop and to share with others who have been successful in coping with class problems similar to their own.

This guidebook is offered as a resource to teachers in their efforts to take a leadership role in the teacher center movement. After numerous conversations with teachers, the focus of the publication was aimed at federation members who wanted to begin planning teacher center projects. It can also be used as a reference for teacher center policy board members who are revising proposals to be resubmitted to their State Educational Agencies. The most valuable references used in preparing this publication have been the sixty teacher center proposals funded by the Office of Education in 1978.

We congratulate policy board members of all funded centers and applaud them for the creative use of visuals, organization methods and successful project planning. These proposals are now available and provide greater insight into the Teacher Center Rules and Regulations. Sections from funded proposals have been photoreduced for easy identification. This publication is not designed as a comprehensive study, but rather as an introduction to project development. The teacher center is a growing concept, so new materials will appear in print each month. The removable pages make it possible to add to the book and to delete sections that become obsolete.

Sincere appreciation is extended:

to Albert Shanker, President of the American Federation of Teachers, who has been a staunch advocate of the teacher center project program;

to Eugenia Kemble, AFT Assistant to the President, who offered comments on the final draft of this manual and suggested the reprint of At Last, Teacher Centers that are Really for Teachers in this publication;

to Marilyn Rauth, AFT Director of Educational Issues, who gave continued support throughout the project and offered suggestions for editing this publication;

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to Charles Lovett, U.S. Office of Education, Teacher Centers Program, who assisted in the final editing of the handbook;

to Robert Karp, Budget and Review Operations, New York City Board of Education, who prepared the model budget forms and itemized budget sheets;

to Dr. Theresa Lorio, Detroit Center for Professional Growth and Development, who offered continued encouragement during each stage of the Project development;

to the Members of the AFT Teacher Center Advisory Committee who formed a THINK TANK that generated ideas for this publication;

to Shirely Harris, President of the Illinois Federation of State Office Educators, who suggested the format for the publication;

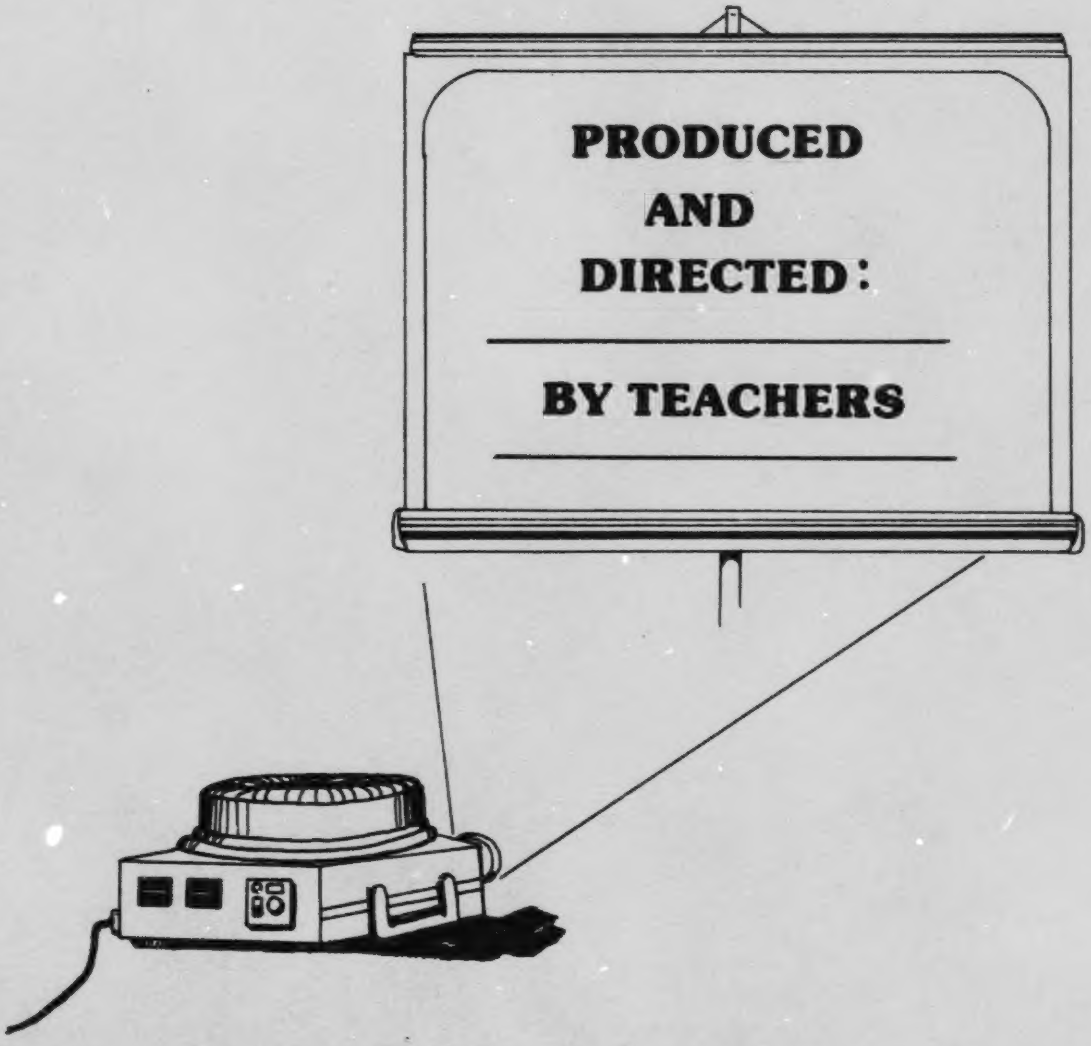
to all the AFT teacher leaders who have participated in the activities of the AFT Teacher Center Resource Exchange and have generated new programs that are the springboard of this publication;

to Sandy Gautier, who made the final copy of this handbook a reality as a result of many weeks of planning and editing.

Table of Contents for USOE Evaluation Criteria (197.11)

Criteria Used to Evaluate Teacher Center Proposals	Pages in Handbook Which Address Criterion
a. The extent of the teacher center policy board's authority and responsibility for supervision of the project (10 points).	pp. 30-33; 46; 51; 153-54; 156-57
b. The potential of the proposed teacher center for increasing the effectiveness of: the teachers served, in terms of the learning needs of their students (20 points).	pp. 29-30; 37; 54-73; 153-54; 156-57
c. The soundness of the proposed plan of operation, including consideration of the extent to which— 1. The objectives of the proposed projects are sharply defined, clearly stated, and capable of being attained by the proposed procedures (10 points); and	pp. 36; 70-74; 77; 153
2. The adequacy of provisions for reporting of the effectiveness of the project and dissemination of its results, and for determining the extent to which the objectives are accomplished (10 points).	pp. 87-95; 153-54
d. The appropriateness of size, scope, and duration of the project so as to secure productive results (5 points).	pp. 96-99
e. The adequacy of qualifications and experience of personnel designated to carry out the proposed project (5 points).	pp. 36; 105-127; 153
f. The adequacy of the facilities and resources (5 points).	pp. 100-102
g. The reasonableness of estimated cost in relation to anticipated results, including the proportion of the budget represented by costs for released time or substitutes (5 points).	pp. 36; 128-145; 153
h. The potential of the teacher center to impact upon and improve the grantee's overall program of inservice training for teachers (15 points).	pp. 84-86; 156-57
i. The representativeness of the teacher center policy board under sec. 197.4(b) (10 points).	pp. 23-28; 44; 45; 153-54
j. The extent to which federal funds will support new or expanded activities rather than supporting activities which are already being paid for from other resources (5 points).	pp. 78-83

SEARCHING FOR PROJECT IDEAS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AFT ROLE IN

THE EVOLUTION OF U.S.O.E. TEACHER CENTERS

AFT leadership has set the pace for involvement in teacher center planning on collaberation during this decade. In 1971 AFT President Al Shanker cited the teacher center as a "major educational advance" and later "as a needed educational reform." His theme of forging new alliances has generated new enthusiasm for collaberative ventures necessary for the formation of local teacher center policy boards.

Eugenia Kemble, AFT Assistant to the President, outlined the rationale for effective teacher inservice education and highlighted the new interest that was developing in teacher centers. Since that time the AFT leadership has supported the governance structure that insures that "teacher centers" are really for teachers.

The AFT Executive Council members have also exerted leadership by making recommendations for a Teacher Center Advisory Group in 1976. This group of ten members visited existing centers and interviewed center staff. They provide information to teachers involved in the development of their local and regional teacher center projects.

In February, 1978, the National Institute of Education provided a further impetus to AFT leadership efforts. Recognizing the overall capabilities for leadership and dissemination, NIE awarded a two-year grant for the establishment of the AFT Teacher Center Resource Exchange. Through this project, creative teachers have an opportunity to become more knowledgeable about the teacher centered inservice programs and skill in governance techniques. Activities include teacher center seminars and conferences, and a clearinghouse of information on teacher center resources which is shared upon request. This publication is made available through the AFT Clearinghouse.

AFT Convention

RESOLUTION ON TEACHER CENTERS

WHEREAS, teachers have long recognized that teacher preparation and inservice education need to be more closely related to classroom realities; and

WHEREAS, teaching is a profession that can be perfected only through constant sharing, beginning, ideally, with an internship program for new teachers; and

WHEREAS, the framework for the sharing of new curricular approaches and of teaching strategies must be determined by teachers themselves if inservice programs are to be truly useful; and

WHEREAS, new federal legislation authorizing the creation of teacher centers provides for centers to be run by policy boards composed of a majority of teachers; and

WHEREAS, the voice of teachers on such boards is best reflected through democratically elected teacher organizations; therefore be it

RESOLVED, that in all activities related to the planning, establishment, and operation of federally-funded teacher centers, local school boards and institutions of higher education must deal with the elected bargaining agent or organization representing teachers; and be it further

RESOLVED, that teacher representatives to the policy boards that run centers be named by the elected collective bargaining agent or organization representing teachers; and be it further

RESOLVED, that teachers serving on policy boards and participating in organized in-service activities sponsored by teacher centers be provided with released time so that they may take full advantage of the services offered by the centers; and be it further

RESOLVED, that every effort be made to work cooperatively with institutions of higher education in developing centers and in administering their programs; and be it further

RESOLVED, that center programs be made available to all educational personnel who wish to make use of them including paraprofessionals, guidance counselors, curriculum specialists, and teachers of every level and specialty; and be it further

RESOLVED, that the American Federation of Teachers urges Congress to fully fund the teacher center legislation at its highest authorized level.

AFT Convention

FUNDING FOR TEACHER TRAINING

WHEREAS, the Congress has provided funds for teacher centers; and

WHEREAS, the combination of decreasing birth rates and budget cuts has resulted in staff reductions in school districts throughout the nation; and

WHEREAS, bilingual and special education are among the few areas where there are expanding job opportunities; and

WHEREAS, experienced and highly trained teachers have been laid off, while inexperienced recent college graduates have been hired; therefore be it

RESOLVED, that the American Federation of Teachers and its affiliated locals strongly support the inclusion of teacher training components in the areas of bilingual and special education in teacher center proposals; and be it further

RESOLVED, that we urge the American Federation of Teachers to support legislation which would establish opportunities for the retraining of in-service teachers.

At Last, Teacher Centers That Are Really For Teachers

EUGENIA KEMBLE*

The essential nature of teaching has not really changed very much in the last century. The conditions are different, thanks to unions. There is also a wider variety of teaching technologies to choose from--new math or old math, for example. But teachers still live an isolated working life. Their professional time is spent almost entirely with students. They learn what works primarily through trial and error. And, only they have any real sense of their most important successes--successes with individual students that can rarely be measured.

That first terrorizing day of total responsibility for a class, alone, is one that is well known to every teacher. To succeed at teaching is to come through a rigorous trial in which the chief witness also happens to be the judge--the school principal. Having passed the initial test the teacher only faces more of the same. Freedom to work privately is highly valued because it minimizes the threat of observance and provides the greatest leeway for personal fulfillment. There is nothing in teacher education that forestalls these developments. There is nothing in the structure of schools and their administration that will encourage these conditions to change.

None of the reforms that periodically get dreamed up by education schools or government officials have taken this aspect of the teacher's life into account. Most have come in the form of pressures on the teacher to produce more, such as performance contracting or performance-based teacher certification. Or, they have represented basic shifts in the substance teachers have to work with, like career education, environmental education, aesthetic education, and many other curricular fads. Because all of these have failed to examine the essence of teaching--or even to fairly take it into account--they have either remained both innocuous and ineffective or have been quickly abandoned as irrelevant failures.

Teachers know these things. Some of the better education studies have documented them. Robert Dreeben's The Nature of Teaching and Dan Lortie's Schoolteacher thoroughly discuss the lack of collegiality among teachers;

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*Eugenia Kemble is Senior Special Assistant to the President of the American Federation of Teachers.

the ways teacher preparation establishes this pattern; and the picture of the individual classroom as an isolated "cell." A major study by the Rand Corporation, Federal Programs Supporting Educational Change, found that innovations really took hold in school districts where teachers were most involved in their development and implementation. It is really surprising, then, that reforms have managed to ignore these issues up until now. Perhaps it is because none of them have really emerged from teacher demands for change. Nor have they accepted the basic logic of teachers' defensive posture against reform--the vulnerability that comes with isolation.

One difference with teacher centers as a reform idea is that teachers have asked for them. Another is that one of their essential characteristics is teacher sharing, which goes to the heart of the teacher isolation problem. Last, and most important, is that teacher centers are by definition an innovation that is controlled by teachers themselves. As long as 1971, American Federation of Teachers President Albert Shanker wrote in his New York Times column that teacher centers modeled after their British counterparts could greatly enrich the professional lives of teachers by enabling them to share skills and experiences with one another. Other American educators, enamored of the open education approach to learning in the early grades, also picked up on the idea. But in their minds the centers could serve as a vehicle for proselytizing open education philosophy.

A flurry of activity focusing on teacher centers ensued but teacher organizations were effectively relegated to the periphery of the movement by those in control of money sources. Proposals submitted by the union to major foundations like Ford and Carnegie were turned down. A report to the Office of Education from the Teachers National Field Task Force, which included many teacher organization representatives, recommended that federally sponsored teacher centers be teacher-controlled. But when the Office of Education finally decided to support some centers the entities that were created were dominated by State and local administrative bureaucracies. So, even though the American Federation of Teachers was instrumental in popularizing the idea in this country, without outside money it was not in a position to play a leading role.

With the help of the same foundations and the same Federal bureaucrats that had ignored the union, teacher centers began springing up around the country. Before long the National Institute of Education was supporting something its staff called "networking.". NIE enabled centers to keep in touch with each other through a central clearinghouse operation called the Teachers' Centers Exchange located at the Far West Regional Laboratory in San Francisco. The problem was that these earliest centers lacked any representative teacher control. They did not really reflect what the profession at large wanted. As a result, many of the centers that have emerged out of this early stage of teacher center development suffer from common problems. Among them are:

- A heavy emphasis on the needs of elementary school teachers, in particular activities concentrated on making things by working with materials. Secondary teachers have rarely shown much interest in these centers and their programs generally offer little at that level.
- Creation of the center by individuals who have a particular educational philosophy and therefore tend to constrict center programs to meet their biases. The result is service to a limited number of teachers who tend to have a similar point of view.
- Instability growing from insecure funding.
- Lack of effective needs assessment mechanisms that might enable centers to draw up programs that service broadly varying groups of teachers.
- Failure to implement effective evaluations that might show some concrete evidence of the importance of their work. As a result many school districts in which these centers operate remain unconvinced of their value.
- Insufficient staff due to funding shortages.
- Governanace mechanisms that are more exclusive than inclusive. Very few operating centers have working relationships with the union representing teachers in their area and few have bothered trying to establish them.

In the fall of 1976 the work that the AFT and others had done to press for a Federal teacher center bill finally brought success. As part of the Education Amendments of 1976 Congress authorized a new teacher center law that could provide up to $67.5 million in Federal funds for centers run by policy boards composed of a majority of teachers. A last-minute effort by teacher colleges who believed that the bill represented a political threat to their turf failed, and a new and potentially large source of Federal funds for teacher centers was created.

Passage of the bill represented a clear departure in the development of American teacher centers. While the role of organizations awaited clarification, the main governance question had been resolved. Teachers would control the new centers. The hodgepodge of establishments calling themselves teacher centers--many of which simply amounted to extensions of State departments of education or universities--were faced with a strong new definition of what a center was. Teacher centers that received funds under the new bill would be placed where teachers had the majority voice. Most centers would be funded through local education agencies though up to 10 percent of appropriated funds could go to institutions of higher education. But all centers would be run by policy boards and all policy boards would have a majority of teacher members.

Unfortunately, the new bill was not warmly greeted in all quarters that might be expected to have an interest in it. Not only were the colleges wary, but many of the new centers that had received life from foundations and the Office of Education were worried that they would have to turn their centers over to teachers in order to get funds. In something of a last gasp on the subject, the Ford Foundation sponsored a conference that collected a large number of activists from these centers at the University of Chicago in June 1977. The atmosphere among participants was largely despondent. Most seemed to view the new bill as a threat rather than as the basis for major reform of inservice education for teachers. Rather than figuring out how to adapt to the requisites of the new bill, most had come to the conclusion that they were not going to be part of the action and had written the whole enterprise off their slate of interests.

The American Federation of Teachers began developing its response to the bill shortly after it was passed. The Executive Council of the AFT named a 10-member Teacher Center Advisory Group composed of teacher leaders from around the country experienced with the issue. The group's purpose was to develop policy recommendations on teacher centers; to monitor the Federal regulations drafted to accompany the bill; and to act generally as a source of expertise for locals interested in establishing centers. Unfortunately a low appropriation, tentatively set by the joint committee at $8.25 million, for the first year of the bill's implementation, accompanied by general chaos in an Office of Education reorganized by a new administration, has slowed the momentum for establishing new centers somewhat. But the first year will still be key since basic directions and purposes will be determined by the earliest centers funded.

Directions and purposes might well be based on British center history. While the term teacher center can be applied to almost anything, as the experience in this country demonstrates, the major purposes set forth by the British centers fall into two broad categories: curriculum development, and a more general professional growth and inservice education emphasis that could take many forms. The curriculum development function was really the basis for the establishment of many of the earliest British teacher centers. The idea was to teach British teachers, through centers, about newly developed Nuffield Math materials. Curriculum-oriented centers were also set up in conjunction with Britain's new comprehensive schools. According to Robert Thornbury, who heads the Sherbrooke Teachers' Centre in London, centers were also established for the more general professional purposes of attracting teachers to difficult urban teaching and supporting them once they got there. Revitalizing teacher education was still another, all-encompassing purpose.

So far talk and action on teacher centers in this country have not focused much on curriculum development. At this stage in our experience with the idea lack of movement in this area is probably advisable since the focus of attention might easily become diverted into imposing particular curriculums on teachers, rather than allowing the initiatives to come from them.

Yet, there are immediate needs teachers have here that demand the specialized attention teacher centers could provide. Basic skills in the areas of reading and math are obvious firsts. In the fall of 1977 the Education for All Handicapped Children Act goes into effect. And, as necessary as it is for our schools to educate handicapped children, provisions of the law requiring placement of children in "the least restrictive environment"--which for the most part will mean regular classrooms--and requiring the development of individualized education plans for each child will tax teachers and school systems greatly. Teacher centes could provide an invaluable source of support and shared information for teachers as this new law is implemented.

Another issue of concern is the minimum competency movement which seems to be sweeping the country. State by State, along with an emphasis on tests and accountability plans. Teacher centers could devote program and consultation time to the subject of tests--how they can be used; how they are limited; and what constitutes a misuse of tests either for individual children, for school systems, or for States.

Problem areas like these are ones on which all educational personnel, whether guidance counselors, paraprofessionals, or subject area specialists will want to participate. Centers should be open to all of them so that insights can be shared across functional lines. In fact, centers might be viewed as agencies of consolidation when it comes to educational training for federally funded specialties--handicapped, bilingual, and vocational education as well as education for the disadvantaged (Title I, ESEA).

These are the immediate problems and everyday practicalities that teachers need help with. But they should not draw attention away from the second area of importance--teacher centers as an agent of reforming inservice teacher education. To begin with, teachers themselves want it changed. And, such reform may be even more possible now, given current characteristics of the teaching force. For one thing, the declining enrollment in our Nation's schools has meant a decline in teacher jobs as well. This together with high unemployment among the general population has meant less teacher turnover; a slightly older teacher work force than previously; and greater likelihood that teachers will remain in the job for longer periods of time since fewer other jobs are available to them. A stable and experienced teaching population is likely to be even more demanding of quality inservice education than one undergoing continuous shifts and changes. Certainly teachers who have plans to stay on the job for longer periods of time will be more concerned with their own professional renewal than transient teachers--provided they are not threatened by vindictive evaulations or accountability schemes. Such teachers not only want teacher centers as a better source of inservice education, they are also more likely to be receptive to the new ideas that teacher centers produce.

Geraldine Joncich Clifford develops the argument relating reform possibilities to teacher stability in her book, the Shape of American Education:

> . . . those disposed toward educational innovation *cannot* exercise influence unless they are retained in teaching . . .
>
> . . . it is unfair and unrealistic to expect perpetual beginners to initiate and sustain the burden of professional development. It would be better if the most creative and innovative teachers were retained and given the seniority and recognition that would allow their efforts to gain exposure and influence outside their own classrooms, to effect teaching generally.
>
> . . . brief careers militate against the consumption of research on teaching, and against *systematic* efforts to improve education. They also limit the pool of potential leaders . . .

Luckily teacher centers are beginning to take hold at a time when the teaching population is stable and when the demand for quality inservice teacher education is surpassing that for preservice teacher preparation. Federal programs like Teacher Corps have reflected this by shifting their emphasis toward inservice training. But these pluses are somewhat neutralized by the fears of the teacher colleges. Some education schools have ventured into new concentrations on inservice programs, but the process of changing emphasis has been slow and less than inspired. Since teacher centers are an outgrowth fo the demand for inservice reform, and because teacher control is an inherent part of their definintion, the response of schools of education to the new idea has been unenthusiastic--the common reaction being one of suspicion that teacher organiaztions and their stress on inservice education will combine to put colleges out of business. This is an attitude that needs to be changed if teacher centers are to succeed.

It is true that while colleges of education have been foot-dragging even as they lethargically bemoan the declining enrollment picture, teachers have moved in to take a leadership role. But the colleges' fears are really unwarranted. To begin with, if teachers' isolation is to be one focus of attention, the preservice role of education schools in encouraging this will require examination as well. Ideally, teacher centers wll be a catalyst for reforming inservice staff development in relation to preservice preparation. One really cannot be changed without the other. To do this effectively education schools must be a part of the enterprise. Dan Lortie pinpoints the problem in his book *Schoolteacher*:

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> Their (teachers) professional training, in short, has not linked recurrent dilemmas to available knowledge or to condensations of reality (e.g., cases, simulations) where such issues are deliberated. The repudiation of past experience conjoins with intellectual isolation (a historical feature of teacher training) to produce curricula which extoll the highest virtures but fail to cope with routine tactical and strategic problems. It is small wonder, then, that teachers are not inclined to see themselves as sharing in a common "memory" or technical subculture. Since they have not received such instruction, they are forced to fall back on individual recollections, which in turn are not displaced by new perspectives. Such a pattern encourages a conception of teaching that is individualistic rather than a collegial enterprise.

One logical way to connect reform in preservice education with changes in inservice development would be to require that all beginning teachers undergo an internship patterned after the medical internship for doctors. Prospective teachers would obtain preliminary certification and then spend their first years of teaching with a partial workload. The rest of their time would be spent in consultations with experienced teachers and in maintaining course work and advisory ties with their preparatory college. An internship for teachers requires that colleges provide key transitional support. It is a role that could be played out best on the neutral territory of a teacher center.

Institutions of higher education are central to the functioning of teacher centers whether or not internship is involved. Their staffs can give workshops in the center and act as advisors to teachers who request such services. Arrangements can even be worked out where university credits are awarded for work done in centers. To put it simply, universities can build their own work into the new centers in ways that will expand upon rather than displace their current services. They can and should be part of a reform that sweeps from preservice through inservice development.

The world of research is another that should recognize the potential of teacher centers. Teacher centers will provide a new arena for the work of researchers as well as a vehicle for disseminating their results. The attitude of disdain most teachers feel toward researchers, accompanied by outright hostility toward much of their work, might be modified somewhat if teachers and researchers used teacher centers as a meeting ground--a place to explore research needs as well as discuss research results. Worthwhile findings could be introduced directly to teachers as one way of translating usable research data into real practice.

While informing teacher education and disseminating research are important byproducts of the growth of teacher centers which may be unwelcome to teacher educators or go unnoticed by researchers, they are not the most important aspect of the concept. Teacher centers are first and foremost for teachers who are on the job right now. As places where teachers can share ideas, develop new approaches, meet with specialists and coach each other, teacher centers will provide the first opportunity teachers have had to grow and develop in ways that they choose. Since they will have the controlling voice, centers will be viewed as nonthreatening and supportive. The beginning teacher who is floundering can go there to seek advice and know it will not become a part of his or her professional reocrd. Groups of teachers who want to try something new can thrash it out at the center, asking for help from whomever they choose. If a teacher is curious about a new reading approach he or she may be able to find out about it at the center. The prospect of mainstreaming a number of handicapped children into a regular classroom may seem impossible until one can go see where another teacher has done it. The center can help teachers with needs and talents like these find each other.

What could emerge from this process is a common understanding among teachers of what the knowledge and skill base for their profession really is--that thread of shared experience that can unify teachers and instill pride in teaching. Teachers have never had either the freedom or the opportunity to do this before. It will give them the kind of professional control that now exists for other professions, and the self-respect that goes with it. If teacher centers succeed, teaching may no longer be as isolated and as anxiety-ridden a career as it now is. There will be a place to go where problems can be solved--where those developing new ideas have in mind the teachers who make them work.

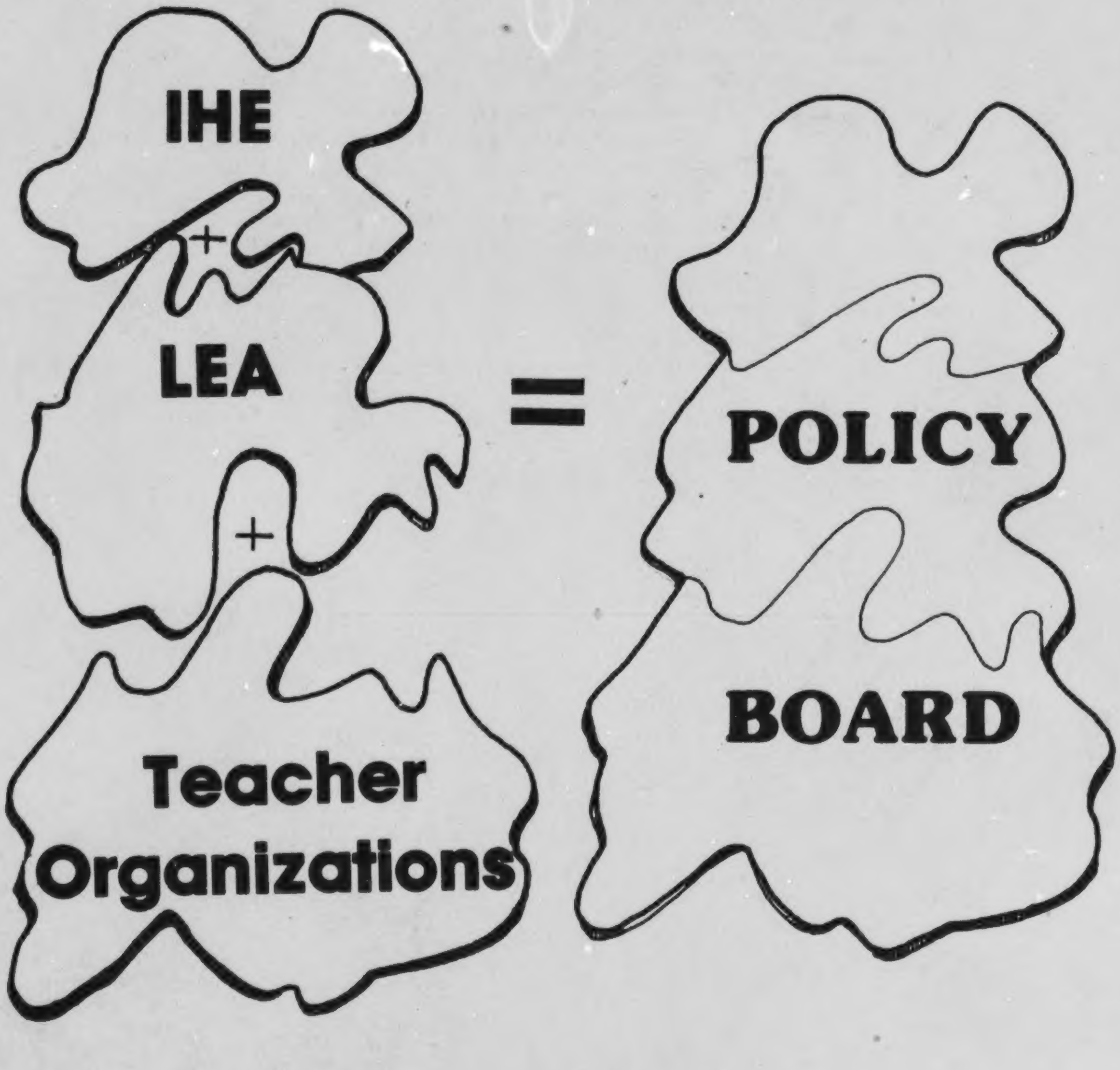
DEVELOPING A PROJECT READINESS

This section of the publication is purposely limited to avoid duplication of materials from other sources. Excellent studies and descriptions of teacher centers are available from the Teacher Corps and Teacher Center Exchange, an NIE funded project. It is an information, referral, and assistance agency for and about Teacher Centers. We encourage policy board members and all teachers to survey the literature to explore the local possibilities for developing a teacher center through ongoing discussion and communication with other interested teacher center leaders.

An annotated bibliography has been included for your convenience and further research. It includes numerous articles and reports that have been published from March, 1976 through July, 1978. For sources published prior to this, refer to the excellent bibliography published by Mary F. Crum, Teacher Centers, available from the Eric Clearinghouse on Teacher Education.

TEACHER CENTER EXCHANGE DIRECTORY
COMMISSIONER'S REPORT
ESSAYS CONCERNING TEACHERS CENTERS
TEACHERS CENTERS WHAT PLACE IN EDUCATION?
JOURNAL OF TEACHER CENTERS
TEACHERS CENTERS ARE REALLY FOR TEACHERS
EDUCATIONAL LEADERSHIP
TEACHERS AS INNOVATORS
WHY TEACHERS CENTERS IN THE U.S.
TEACHERS HELPING TEACHERS

LINKING THE PROJECT PIECES


IHE
+
LEA
+
Teacher Organizations
=
POLICY
BOARD

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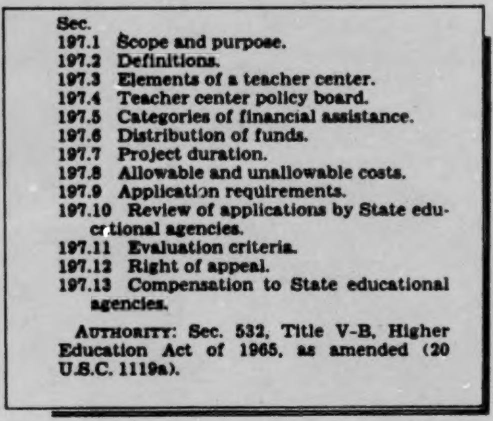
BEGINNINGS

LEARN THE RULES

Have you and other members of the federation discussed the possibility of a local teacher center funded by the U.S. Office of Education? If your local is the bargaining agent or the majority teacher organization in the district, you can assume a leadership role. Read the Rules and Regulations of the Teacher Center Program.



Sec.
197.1 Scope and purpose.
197.2 Definitions.
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197.6 Distribution of funds.
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197.11 Evaluation criteria.
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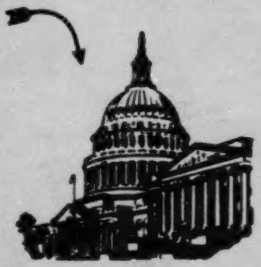
197.13 Compensation to State educational agencies.

AUTHORITY: Sec. 532, Title V-B, Higher Education Act of 1965, as amended (20 U.S.C. 1119a).

STUDY EACH SECTION. You will note the repetition, and you must become attuned to the important statements that may be overlooked during the first or second reading.

FOCUS ON THE EVALUATION CRITERIA. Check the outline. . .criteria are listed as 197.11 in the outline.

EVALUATION CRITERIA WILL BE REFERRED TO IN THIS PUBLICATION BY



QUESTIONS AND ANSWERS

Q· What is the purpose of the Teacher Center Program regulations published in the *Federal Register, January 11, 1978?*

A· The rules and regulations outline details for planning a teacher center project at the local level with the support of federal funds.

Regulations governing the development of a local teacher center project mandate collaboration among educational personnel. The local educational agency (LEA) plans cooperatively with the teacher organization and the institutions of higher education [IHE(s)] for a teacher center that will provide an inservice education program designed to meet the needs of teachers in the area to be served.

Each teacher center is planned and operated under the supervision of a Teacher Center Policy Board that is composed of a majority of teachers. Options are provided for the selection of teacher members of the Policy Board. Nonpublic school teachers must be represented if they choose to participate.

Q· What types of teacher center grants are awarded by USOE?

A· The "planning grant" and the "implementation grant" are the common terms used to describe the awards made by the U.S. Commissioner of Education. All LEA may apply *for either* of these two while an institution of higher education (IHE) is only eligible for the "operational grant."

Q· How do the two grants differ?

A· The planning grant proposal describes activities that will take place during a twelve-month period that will enable teachers to organize and develop an effective Teacher Center Program.

The operational grant proposal outlines a Teacher Center Program that will be operational during the first year of funding. An institution of higher education (IHE) may only request assistance to operate a teacher center planned and established with other funds.

Q· How many grants were awarded during the first year of the USOE Teacher Center Program?

A· In August, 1978, the following projects were funded:

53	operational projects
6	awarded to IHE
48	awarded to LEA
8	planning projects
61	TOTAL

Q· How long is the project funding period?

A· The Commissioner approves projects for a specified project period which generally will not exceed 36 months, subject to the availability of funds.

Q· What service does the state educational agency (SEA) give to the local educational agency (LEA) in the teacher center program?

A· The state educational agency (SEA), when notified, should provide assistance to districts during the planning stage. When the proposals are completed, they are submitted to the SEA for approval. The schedule for submission is published in the *Federal Register* each year.

Q· Does each State have evaluation criteria that differ from the Federal criteria?

A· Some states have established special criteria to ensure that federally-funded Teacher Centers fit into the State plan for inservice education. Information regarding these can be obtained from the SEA teacher center representative, whose names can be found on page 180.

Give special attention to the deadline date; no exemptions can be made.

Q· Does the State have any other responsibility for proposals?

A· The State Educational Agencies may conduct a review process. All applications are evaluated according to State criteria (where they have been established), as well as Federal criteria. In addition, the SEA is responsible to transmit the proposals to USOE by the date published in the *Federal Register*.

Q· If a proposal is rejected by the SEA, is there an appeals process?

A· If the proposal is not approved by the SEA, the proposal is not sent to the U.S. Commissioner of Education. If the LEA or IHE is dissatisfied with the recommendation of the SEA, they may petition the U.S. Commissioner (note schedule for deadline on Appeals in Federal Regulations) to request further consideration of the application by the SEA. Notify USOE of intent to appeal by telephone. This process must be completed before the federal review.

Q· How are proposals reviewed for funding by the U.S. Office of Education?

A· During the first year of the Teacher Center Program, each proposal was reviewed by a five-person panel. Composition of the panel reflected proportional Policy Board membership:

3 teachers
1 LEA representative
1 IHE representative

Each member of the panel reviewed the proposal using the EVALUATION CRITERIA and assigning points for each criterion. Panel members discussed the adherence to the criteria and could revise their scores. Raw scores were standardized and a computer ranking of proposals was compiled.

Q· What happens to proposals that are not funded?

A· Proposals that do not receive funding are returned to the LEA or IHE that submitted them. Comment sheets completed during the review process are available to the LEA or IHE upon request from the Teacher Center Program Office. (USOE)

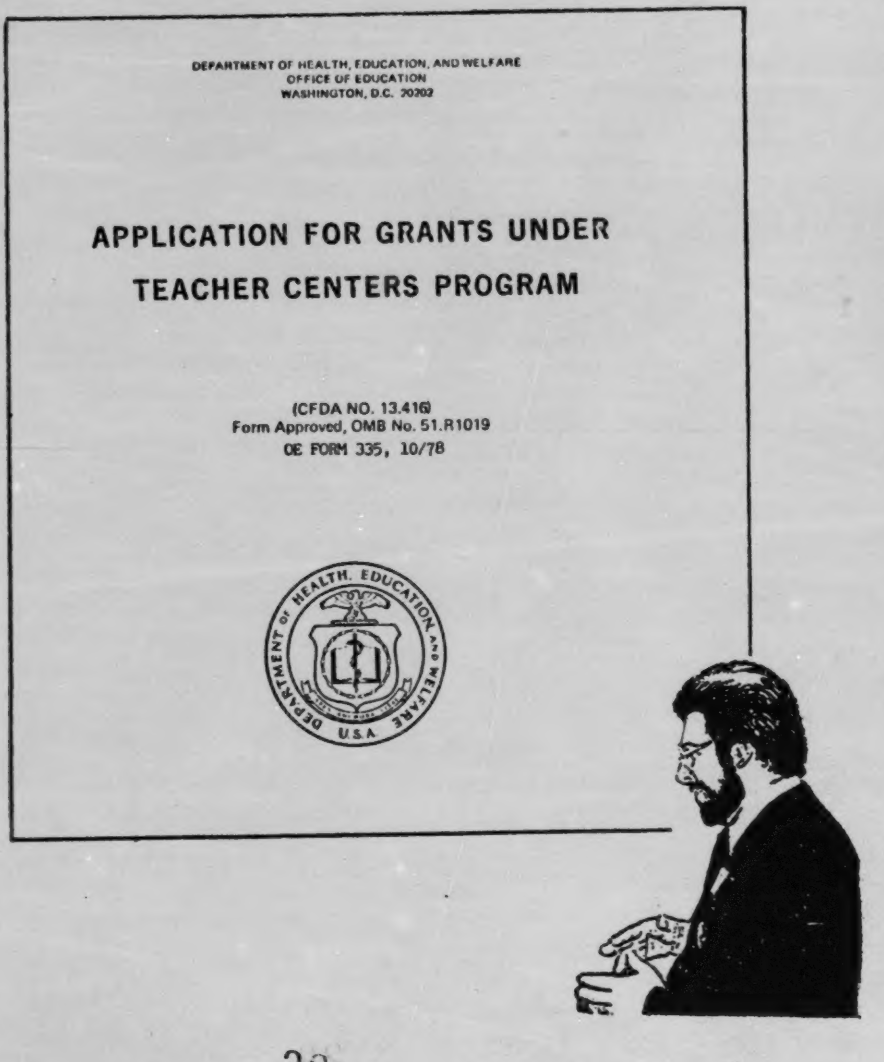
Q· Is it possible to resubmit a proposal that is not funded?

A· A Policy Board may decide to resubmit a teacher center proposal. An analysis of the comment sheets prepared by the review panel can be used as a guide for areas of weakness and points for revision.

A further study of each section with a focus on the evaluation criteria will prove effective. The SEA can be contacted for assistance in the revision.

For copies of proposal comment sheets, applicants can contact:

Allen Schmieder, Chief
Teacher Center Program
U.S. Office of Education
1832 M Street, N.W.
Suite 819
Washington, D.C. 20036



DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

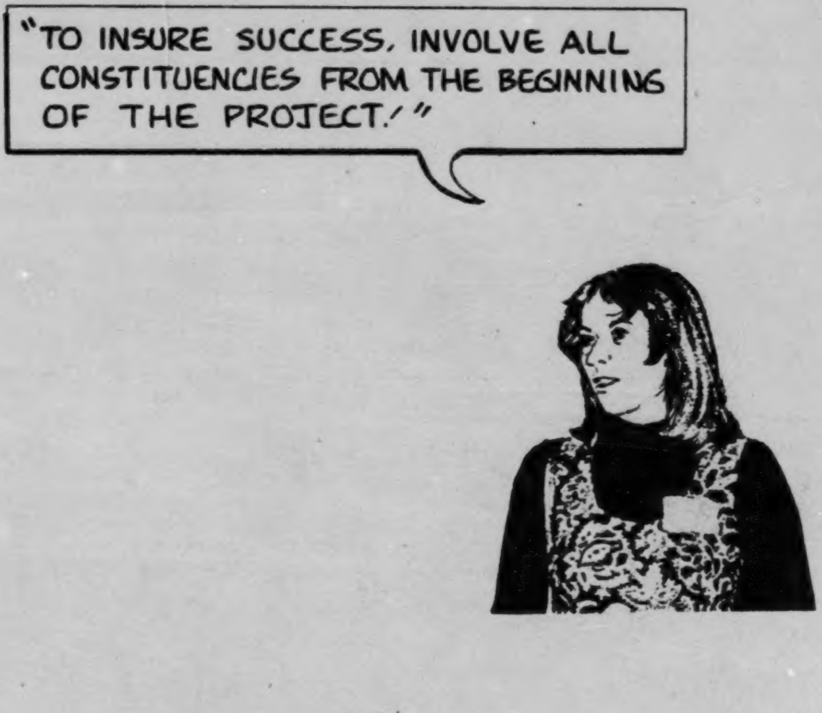
APPLICATION FOR GRANTS UNDER
TEACHER CENTERS PROGRAM

(CFDA NO. 13.416)
Form Approved, OMB No. 51.R1019
OE FORM 335, 10/78

Planning The Proposal

After you read the Rules and Regulations, and discuss them with other interested teachers, if you wish to accept a leadership role in developing a proposal to submit to the U.S. OFFICE OF EDUCATION, prepare yourself for a challenging series of events.

The following steps have been outlined to assist in your planning efforts. While they are not mandated by USOE, they were used by a number of funded projects. They were compiled from an analysis of Policy Board minutes submitted by funded teacher centers.


"TO INSURE SUCCESS, INVOLVE ALL CONSTITUENCIES FROM THE BEGINNING OF THE PROJECT!"

TIMETABLE FOR PROPOSAL DEVELOPMENT*

Section of Proposal/ Required Activity	Sub-Activities	# of Days Required	Date Completed
Planning Process	- Strategy - Meetings with participating LEAs/IHEs/SEA/ USOE/etc.		
NPS Participation	- Meetings with NPS agency reps. - Data collection		
Needs Assessment	- Research - Data collection - Review of similar programs		
Objectives	- Terminal - Enabling		
Activities	- Scope of Work - Timeline		
Evaluation Design	- Consultation with Evaluator(s)		
Budget	- Review by Budget Office		
General Information	- Cover Page - Required Data		
Overview	- Abstract		
Editing	- Format - "Polishing"		
Packaging	- Signatures - Duplicating		

NOTE: The timetable presented above was designed to assist proposal writers in the planning and developing of Federal/State proposals.

*Sherman, David B., and Smith, Miriam. Information Center for Proposal Development, A Project Manual, 1976-1977, Board of Education of the City of New York

BUILDING A SUPPORT SYSTEM

An AFT local concerned about inservice education can:

I. ESTABLISH A TEACHER CENTER PLANNING COMMITTEE

- Group of interested AFT members meet to discuss possibility of a Teacher Center in district or a consortium. A decision must be made regarding the service area to be served.
    - The size of the policy board should be discussed (range between 15-20 suggested)
    - Timeline (to meet deadline for application)
    - Possible sites

II. ENCOURAGE COLLABORATION

- Contact district superintendent. If the project is to include more than one district (consortium), all superintendents should be included in planning and the district representatives identified for the Teacher Center Policy Board. Discuss the impact of working with the collective bargaining agent (CBA) to insure the success of the project. Emphasize the potential of the CBA for dissemination of information and project support through meetings, publication and school contacts.
    - Topics for discussion
        - Contact with SEA for state criteria and technical assistance
        - The policy board membership (LEA, IHE) (number of members)
        - Timeline for policy board formation
        - Responsibilities for contacting IHE, school board and nonpublic school administrators documentation
            - letters to IHE and responses
            - letters to nonpublic school administrators and responses

SUPPORT FOR PROJECT CAN BE OBTAINED THROUGH. . . MEETINGS, TELEPHONE CONVERSATIONS AND/OR CORRESPONDENCE

Exhibit 1

Dean ______________
Graduate School
XXXX University

Dear Dean ______________:

The __________ Public Schools are planning to submit a proposal for a Teacher Center project to the U.S. Office of Education. Enclosed is material describing the Teacher Center Concept for your information. Institutions of higher education with a department or school of education are eligible to designate representatives to the Teacher Center Policy Board which will plan and direct the project. After you have reviewed the enclosed material with your staff, please let me know if __________ University wishes to be represented on the Board. If so, please send the name of your representative to _________ ______________, as soon as possible.

Our deadline for submission of the application is January 31st, so we need to activate the Board quickly. I appreciate your consideration of this matter, and hope that you will be able to participate.

Sincerely yours,

____
Superintendent of Schools

Encl.

TEACHER CENTER POLICY BOARD

When the LEA is reluctant to begin the project, there may be a lack of knowledge of teacher centers. For assistance and resources, contact appropriate resource persons listed on p. 176.

With the approval of the superintendent, the policy board can be established. Composition of the policy board is described in the Teacher Centers Program; Rules and Regulations: (197.4).

TEACHER CENTER POLICY BOARD: COMPOSITION

The majority of the members of the policy board shall be representative of all teachers in the area to be served by the center,* including teachers for handicapped and exceptional children, and teachers of vocational education.

197.4(2). LEA - representatives of the school board of the area (two or more persons)

197.4(3). IHE - institution of higher education (one or more)

197.4(4). Note this section for consortium or multi-district project

* including non-public schools if they wish to participate

TEACHER REPRESENTATIVENESS

Each district applying for a grant must assure that the board is representative of teachers by:

(i) Making the categories of teachers (e.g. vocational education teachers, special education teachers, and other teachers at both elementary and secondary levels) fairly reflect the categories of teachers in the area to be served, including equitable representation of non-public school teachers (if there are non-public schools in the area to be served which choose to participate in the teacher center);

Teacher Center Policy Board Selection Process

The federation committee should identify teacher-leaders for the Policy Board. Use one of the following options for choosing teacher members of the Policy Board. AFT recommends the use of option A or B.

TEACHER CENTER
Rules and Regulations

197.4 (b) SELECTION PROCESS: OPTIONS FOR CHOOSING TEACHER MEMBERS OF POLICY BOARD

(A) Agreement between the local educational agency and the teachers' collective bargaining agent as to the specific teacher representatives or as to the procedures for selecting the teacher representatives;

(B) Appointment of the teacher representatives by the teachers' collective bargaining agent;

(C) Appointment of the teacher representatives by the teachers' organization with the largest number of members;

(D) Voting in which all teachers in the area to be served by the center have an opportunity to participate, either through a general or school-by-school election;

(E) Another method which permits teachers generally, either directly or through their teachers' organization, to nominate or select the teacher representatives on the board, or

(F) A combination of two or more of the options in clauses (A) through (E) of this subdivision.

Refer to 197.4 (3) for procedures for a state-local teacher center serving an entire state.

The following nine agendas are SUGGESTIONS for planning sessions. Common elements from planning sessions have been included.

POLICY BOARD MEETING

It is appropriate for a Federation member to act as chairperson at this meeting

Agenda:

- Review Federal Regulations related to the role of the policy board
- Elect a chairperson and secretary
- Discuss policy board by-laws
- Discuss needs assessment and recommendations for process (experts could be invited to a special session to facilitate process.

Outcome: Formation of policy board.

Exhibit 2

AGENDA

_____ Public Schools

Teacher Center Policy Board Meeting

Date

Superintendent's Conference Room

9:00 a.m.

—

Greetings and Introduction

Overview of Federal Regulations

Proposal Development
  Timeline
  Abstract
  Criteria for Evaluation

Proposed by-laws

Election of chairperson, secretary

Next Meeting: NEEDS ASSESSMENT:
INSTRUMENT and PROCESS

POLICY BOARD MEETING

Exhibit 3

ATTENDANCE RECORD

Meeting of Teacher Center Policy Board

Date

Members in Attendance

Signature	Representing (Affiliation) *

* TEACHERS SHOULD IDENTIFY SUBJECT AREA OR GRADE AS WELL AS SCHOOL

ROLE OF THE POLICY BOARD SECRETARY DURING THE DEVELOPMENT OF THE PROJECT:

_____ o Distribute agendas before meeting (if possible)

_____ o Update all Policy Board members on project activities; send minutes of previous meeting

_____ o Provide copies of sub-committee reports for all members

_____ o Keep copies of all correspondence and Policy Board minutes

_____ o Prepare and keep attendance forms for each meeting to be used for documentation

POLICY BOARD MEETING

Agenda: Identification of Needs Assessment Instrument and Process (This could be the agenda for a number of meetings.)

Discussion of existing data

Formation of committee to prepare concept paper when planning efforts have begun very early*

Discuss by-laws; vote on those proposed.

Outcome: Final plans for:

- o Duplicating Needs Assessment instrument or publishing it in a local newspaper
- o Distributing it to teachers
- o Compiling results
- o Compiling existing data (include data on student needs)
- o Concept paper (to be used for dissemination of information on teacher center)

- Distribute Teacher Center concept paper for review. (Discuss the proposed project and the positive benefits of collaboration among IHE, LEA and teacher organization.)

  - o publish in federation paper*
  - o make available to local paper and media*
  - o copies to be distributed to all administrators, school board members, university deans and faculty in school of education and federation leaders

  (If at all possible, meetings should be planned to inform elementary and secondary teachers and solicit recommendations.)

*Optional activity. Preparation of an initial paper will help publicize the project and generate new ideas.

POLICY BOARD MEETING

Agenda:

- Feedback on Needs Assessment Process (It is presumed more time will be needed for the return of all forms.)
- Formation of sub-committee to compile results of needs assessment and existing data, prepare report for next meeting*
- Discuss and ratify by-laws for policy board

Outcome: Policy Board By-Laws

*Subcommittees are optional. TCPB may choose to work as a committee of the whole on the project.

Exhibit 4

Sample
By-Laws of the Policy Board — A

1. Unless otherwise stated, *Roberts Rules of Order* shall govern the conduct of all meetings.
2. By-Laws to implement this policy board shall be enacted by a 2/3 majority vote of the Board provided that the 2/3 includes a majority of teachers.
3. Any dispute arising in connection with the meaning, construction or interpretation of the policies of this board shall be decided upon by a majority of this policy board.
4. A quorum shall consist of a majority of those present provided that a majority of those present are teacher representatives.
5. Establishment of any sub-committees shall be by a 2/3 majority vote of the policy board provided that the 2/3 includes a majority of teachers.
6. Minutes of all meetings shall be recorded, and with suggested changes, if any, approved by a 2/3 majority vote of the policy board provided that the 2/3 includes a majority of teachers.
7. Provisions for election of Chairperson, Secretary or other roles shall be decided upon by the policy board, and they shall be elected by a 2/3 majority vote of the board.
8. No member of this policy board may designate a substitute to represent him/her officially at meetings.

EXHIBIT 5

TEACHER CENTER
POLICY BOARD
BY-LAWS B

ARTICLE 1 - NAME

The name of this organization shall be "The Bowling Green/Wood County Teacher Center Policy Board", hereinafter referred to as "BWTC".

ARTICLE 11 - PURPOSE

To assure the students of Wood County the highest possible quality of education through teacher inservice, the BWTC must respond to the need of local educators and be responsible for writing, developing, implementing and evaluating the Teacher Center plan. The BWTC shall be the policy governing and decision-making body for the center and its operation.

ARTICLE 111 - MEMBERSHIP

Section 1. Selection of members

The BWTC shall be composed of one or more representatives elected or selected from each of the following schools: Bowling Green City Schools, Eastwood Local Schools, Imwood Local Schools, Lake Local Schools, North Baltimore Local Schools, Northwood Local Schools, Otsego Local Schools, Non-public schools within the geographic area of Wood County, Bowling Green State University, and Wood County Office of Education. Teachers must constitute at least 51% of the total membership.

a. Teacher Representatives

Teacher is defined as a full-time employee of the participating school system. Each organization following notification by BWTC shall elect or select its representative according to its own organizational structure but shall do so through either direct vote or soliciting a nomination or appointment from its local teachers collective bargaining unit. Teacher members will be representative of elementary, secondary, vocational, special education, and non-public educators.

b. Administrator Representatives

The appointment of elementary and secondary principals and consultants shall be a joint responsibility of the Wood County and Bowling Green Superintendents.

c. Higher Education

It shall be the responsibility of the Dean of the College of Education to appoint the higher education representative.

d. Board of Education

The Bowling Green City and Wood County Boards of Education will each designate a representative to the BWTC.

Section 2. Staggered terms of membership

In order to preserve continuity on the BWTC all initial representatives shall serve through 1979. At that time 1/3 of the representatives will be randomly selected to be replaced in 1980, 1981, and 1982. Each replacement shall then serve a three year term. It will be the responsibility of the BWTC to assure that the policy board continually represents all categories of teachers, administration, higher education, and designated representatives of Boards of Education. The balance of representatives as initially established by the BWTC shall be maintained.

Section 3. Replacement members

Each organization listed above, following notification by secretary of BWTC is responsible for replacing their representative member on the Board when the individual is no longer representing their organization. The new replacement will then complete the unexpired term of membership on the BWTC until the next regular selection date. Notification of this change shall be made in writing to the Chairperson of the BWTC.

Section 4. Other memberships

Other representatives of related groups may be added to the BWTC at the discretion of the Board as a whole as long as the Federal guidelines related to selection and total board composition is adhered to.

Section 5. Alternates

An official alternate with voting privileges shall be selected by each organization at the same time that the official representative is selected. The alternate shall attend meetings in the absence of the regular member. The BWTC Chairperson shall be notified, in writing, of the name of the alternate and how chosen.

Section 6. Attendance

a. After three consecutive unexcused absences a member must be replaced by the organization he or she represents. An absence is excused if the member sends an alternate and/or notifies the BWTC Chairperson.

b. Four excused absences, with no alternate, results in loss of membership, and the representative must be replaced by the school system or organization he or she represents.

c. Notice of loss of membership through absenteeism will be sent to the appropriate organization by the BWTC Chairperson.

Section 7. Voting Rights

All members except direct employees of BWTC shall be voting members. Official alternates may vote if the regular member is absent.

ARTICLE IV - OFFICERS

Section 1. Names of Officers

a. The officers shall be a Chairperson and a Vice-Chairperson, elected by the BWTC as a whole through secret ballot. No individual whose employment/assignment is not at least 75% classroom instruction in one of the participating local school systems may serve as chairperson of the Board.

b. A secretary of the Board shall be appointed by the Chairperson with the approval of the Board as a whole.

Section 2. Election and Terms of Office

a. All officers must be members in good standing of the BWTC at the time of election.

b. The Chairperson and Vice-Chairperson shall be elected for a two (2) year term, beginning in January, with no more than one (1) successive re-election and must have served on the Board for one year before they are eligible for election (with the exception of the first chairperson).

c. Officers may complete their term of office so long as they remain duly recognized members of the organization they originally represented on the BWTC.

Section 3. Resignations of Board Members

Resignations shall be presented in writing to the Chairperson.

Section 4. Vacancy of Office

A vacancy in an officer position shall be filled for the duration of the term in question with an election by the BWTC as a whole, at the next regular or special meeting.

Section 5. Removal of Officer

Officers may be removed from office in the following manner. A written complaint by a regular member shall be presented to the chairperson or the vice-chairperson who shall conduct a hearing within four weeks of receipt of complaint at which the officer has an opportunity to present his or her views. The officer receiving the complaint shall make a recommendation to the BWTC Board as a whole at the next meeting, and a subsequent vote by two-thirds of the members present at a meeting at which a quorum has been established shall decide the issue.

Section 6. Duties of Officers

a. Chairperson
The Chairperson shall: preside at all meetings, act as an ex-officio member of all committees, see that notices of meetings and other relevant information are sent to BWTC members, and work closely with the BWTC staff.

b. Vice-Chairperson
The Vice-Chairperson shall: act in the absence of the Chairperson and conduct other duties as needed by the BWTC.

c. Secretary
The Secretary shall: keep attendance records, record minutes of all Board meetings, conduct and report correspondence, and keep other appropriate records of Board business.

ARTICLE V - MEETINGS

Section 1. Conduct of Business

At a meeting of the BWTC, official business can only be transacted when a quorum is present. A simple majority is sufficient for passage of issues.

Section 2. Quorum

A quorum shall consist of two-thirds (2/3) of the total regular membership.

Section 3. Regular Meetings

The BWTC as a whole shall meet monthly, unless otherwise determined by the Board. The annual year shall begin January 1. Notices shall be sent to all members and designated alternates by the secretary at least seven (7) days prior to each regular meeting.

Section 4. Special Meetings

Special meetings shall be called at the discretion of the Chairperson, or at the request of five (5) or more members.

Section 5. Reimbursements

All Board members or their official alternates shall be reimbursed for basic necessary expenses incurred in order for them to attend all BWTC Board and committee meetings. These expenses include: mileage or transportation, meals, postage and telephone, and substitutes.

ARTICLE VI - AMENDMENTS TO BY-LAWS

Amendments shall be presented in writing to the Chairperson and must be mailed to all regular members at least ten (10) days prior to the next meeting. Acceptance of an amendment may occur after one meeting of discussion of the issues and two-thirds vote of the total board membership at the second meeting.

ARTICLE VIII - COMMITTEES

Section 1. Membership

All committees must include:

The Chairperson and at least three Board members. At least two teacher representatives must serve on each committee. Outside specialists or consultants may be invited to join committees as the need arises, but without voting privileges (or reimbursement).

Section 2. Committee Meetings

In order to conduct business, committees shall meet as necessary and shall perform tasks via specified time line as assigned by the Board of whole. Permanent committees may be designated through amendment to the by-laws. Any committee not designated by amendment as permanent shall dissolve once its original task has been completed.

Section 3. Permanent Committees

- Staff Training/Retraining Planning Committee
- Curriculum Improvement/Basic Competencies Committee
- Community Resources and Utilization Committee
- School Policy and Practices Committee
- Research, Practices, Self-Development Center Committee

MEETING 4

POLICY BOARD MEETING

Agenda:

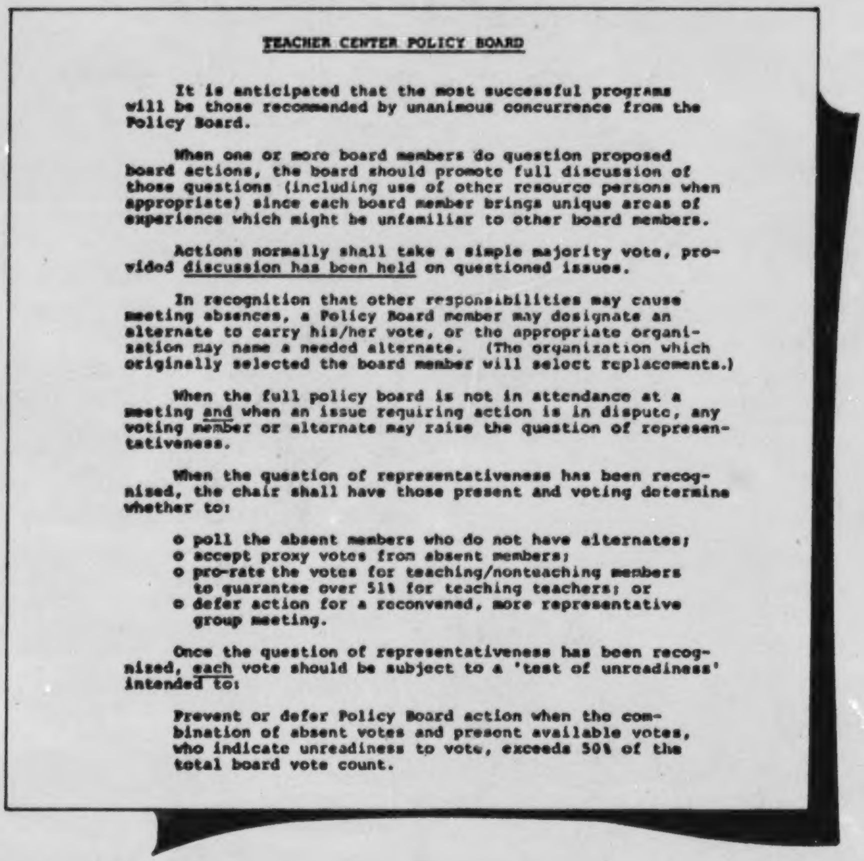
- o Draft of Needs Assessment Data
- o THINK TANK: Objectives to flow from needs assessment
- o Subcommittee for activities and evaluation (Appoint subcommittee to formulate and refine objective)
- o Identify activities and evaluation process to implement objectives
- o Identify type of project to be submitted to USOE: (Planning or operational grant) Make it obvious.

Outcome: Objectives for the teacher center that are based on identified needs of teachers

- o Recommendation on the type of grant to be submitted

USE HARD DATA... PROVE YOUR CASE

EXHIBIT 6 : CONFLICT RESOLUTION



TEACHER CENTER POLICY BOARD

It is anticipated that the most successful programs will be those recommended by unanimous concurrence from the Policy Board.

When one or more board members do question proposed board actions, the board should promote full discussion of those questions (including use of other resource persons when appropriate) since each board member brings unique areas of experience which might be unfamiliar to other board members.

Actions normally shall take a simple majority vote, provided discussion has been held on questioned issues.

In recognition that other responsibilities may cause meeting absences, a Policy Board member may designate an alternate to carry his/her vote, or the appropriate organization may name a needed alternate. (The organization which originally selected the board member will select replacements.)

When the full policy board is not in attendance at a meeting and when an issue requiring action is in dispute, any voting member or alternate may raise the question of representativeness.

When the question of representativeness has been recognised, the chair shall have those present and voting determine whether to:

- poll the absent members who do not have alternates;
- accept proxy votes from absent members;
- pro-rate the votes for teaching/nonteaching members to guarantee over 51% for teaching teachers; or
- defer action for a reconvened, more representative group meeting.

Once the question of representativeness has been recognised, each vote should be subject to a 'test of unreadiness' intended to:

> Prevent or defer Policy Board action when the combination of absent votes and present available votes, who indicate unreadiness to vote, exceeds 50% of the total board vote count.

POLICY BOARD MEETING

You may wish to invite the Federal Grants Officer or Director of Federal/State Programs Administrator from the LEA to this meeting.

Agenda:

- o Discussion of refined objectives
- o Further identification of *ACTIVITIES* and evaluation techniques
- o Direct the subcommittee to draft a narrative of the project
- o Discuss the following and appoint subcommittee to draft:
  - - descriptive summary of TCPB: (all information on TCPB formation)

    Outline:

    Preliminary Activities that led to formation of TCPB
    TCPB minutes of meetings
    Correspondence from:
      Federation
      IHE, LEA, nonpublic schools
      Business leaders
      Community organizations
  - - dissemination plan (strategies for information about the project) after implementation
  - - personnel (qualifications and job descriptions
  - - budget (itemized account of expected expenditures)
  - - documentation (collection of correspondence, minutes of TCPB meetings, etc.)
  - - connection with local inservice

Outcome: Revised project plan

Creation of proposal subcommittees

POLICY BOARD MEETING

Agenda: Review of Drafts of Proposal Committees

- -budget
- -needs assessment summary
- -narrative (include proposed site)
- -dissemination
- -documentation

Recommendation should be taken back to sub-committees.
(Each policy board member can get recommendations from constituency. Teacher members can distribute copies & union representatives in each building, request suggestions.

Outcome: First draft of proposal

POLICY BOARD MEETING

Agenda: Revision of First Draft

- comments, additions, deletions
- recommendations should be taken back to committees (check with constituency)
- further additions/deletions
- develop abstract (brief description of project

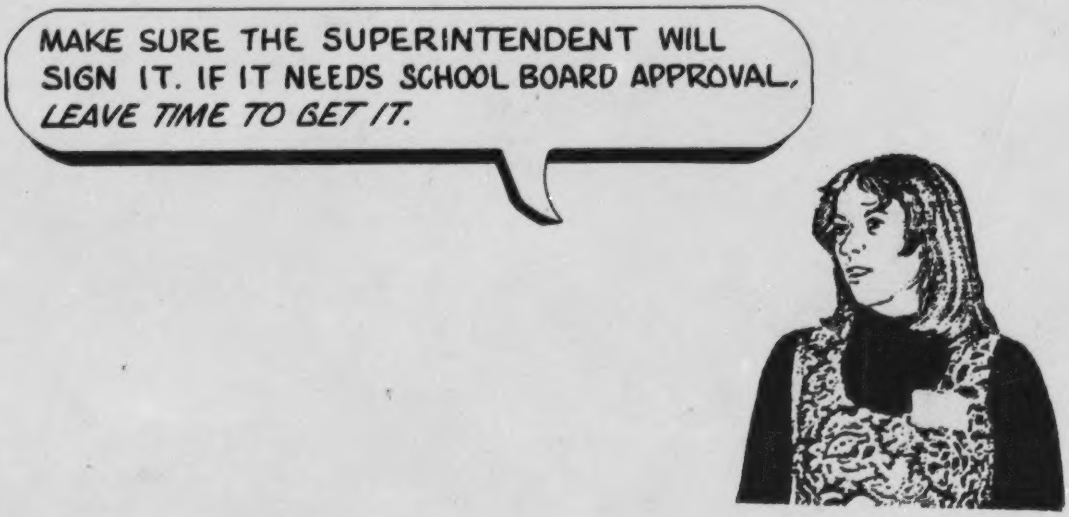
Outcome: Edited copy of proposal

POLICY BOARD MEETING

Agenda: Final Copy of Proposal

Chairperson accepts the responsibility for final editing and printing (Copies should be sent to policy board members before next meeting.)

Outcome: Approved Proposal


MAKE SURE THE SUPERINTENDENT WILL SIGN IT. IF IT NEEDS SCHOOL BOARD APPROVAL, *LEAVE TIME TO GET IT.*

POLICY BOARD MEETING

Agenda:

- o Approval of final copy of proposal; all members sign approval page
- o Copies are complete with application form and assurances (copies to be sent to SEA by deadline)

Outcome: Proposal to be signed by Superintendent or his/her representative

Planning Exhibit 7

PROJECT APPROVAL INFORMATION

Suggested approval sheet

PROJECT APPROVAL INFORMATION

We, the Policy Board of the _____________ Teacher Center, having participated in the development and read the proposal requesting a grant to establish a teacher center, give our approval of this proposal.

	Name	Representing (Teachers note level Elementary or Secondary)*
Chairperson:		
Member:		
Member:		

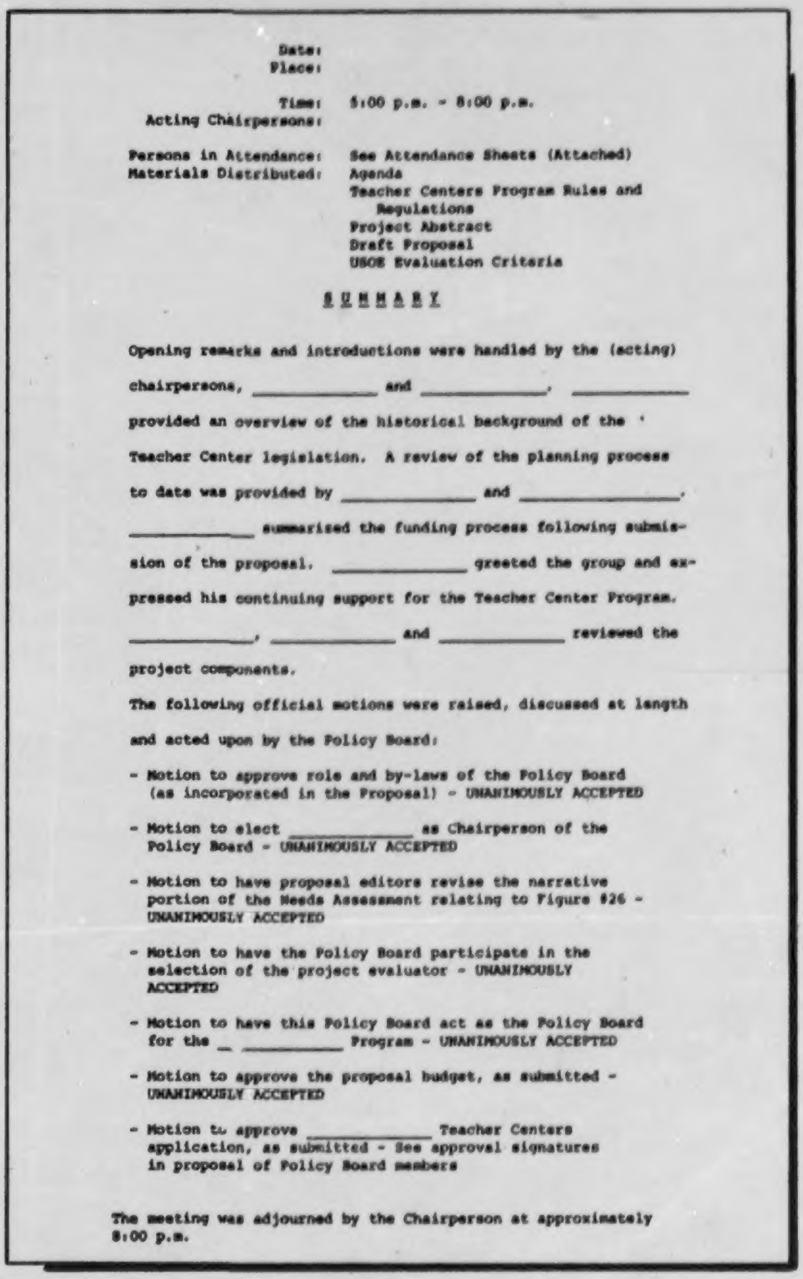
*subject area and school

This is a mandated record. It verifies the fact that each teacher on the policy board played a key role in the development of the proposal, and has approved the final proposal.

POLICY BOARD MEETING (CONT.)

EXHIBIT 8 - TEACHER CENTER POLICY BOARD APPROVAL FORM

The TCPB is the governance body of the teacher center project. Each Teacher Center Policy Board Member must approve the proposal before it is submitted to SEA.



Date:
Place:

Time: 5:00 p.m. - 8:00 p.m.
Acting Chairpersons:

Persons in Attendance: See Attendance Sheets (Attached)
Materials Distributed: Agenda
Teacher Centers Program Rules and Regulations
Project Abstract
Draft Proposal
USOE Evaluation Criteria

SUMMARY

Opening remarks and introductions were handled by the (acting) chairpersons, ____________ and ____________, ____________ provided an overview of the historical background of the Teacher Center legislation. A review of the planning process to date was provided by ____________ and ______________. ____________ summarized the funding process following submission of the proposal. ____________ greeted the group and expressed his continuing support for the Teacher Center Program. ____________, ____________ and ____________ reviewed the project components.

The following official motions were raised, discussed at length and acted upon by the Policy Board:

- Motion to approve role and by-laws of the Policy Board (as incorporated in the Proposal) - UNANIMOUSLY ACCEPTED
- Motion to elect ____________ as Chairperson of the Policy Board - UNANIMOUSLY ACCEPTED
- Motion to have proposal editors revise the narrative portion of the Needs Assessment relating to Figure #26 - UNANIMOUSLY ACCEPTED
- Motion to have the Policy Board participate in the selection of the project evaluator - UNANIMOUSLY ACCEPTED
- Motion to have this Policy Board act as the Policy Board for the _ __________ Program - UNANIMOUSLY ACCEPTED
- Motion to approve the proposal budget, as submitted - UNANIMOUSLY ACCEPTED
- Motion to approve ____________ Teacher Centers application, as submitted - See approval signatures in proposal of Policy Board members

The meeting was adjourned by the Chairperson at approximately 8:00 p.m.

Evaluation Criteria

During the USOE review process (May, 1978) indicators were used by proposal reviewers to assist in clarification of each evaluation criterion. Review sheets provided space for reviewers' comments. Points were taken away or assigned to the proposal, depending on its conformance with the criteria. Comment sheets are available to the agency that submitted the proposal from the Office of Education after the review process.

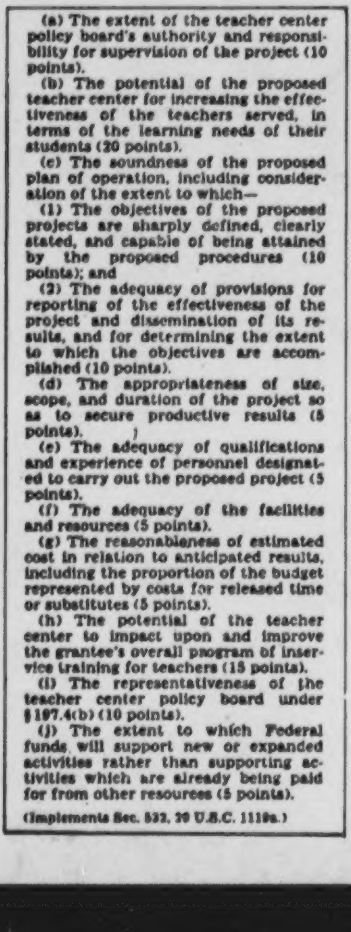
Since then, other considerations have been recommended for use in the interpretation of evaluation criteria. For convenience we have included new indicators developed by state education agency members of the:

National Teacher Center Resource Center
Rhode Island Department of Education

Teacher Center Proposals submitted to the U.S. Office of Education for funding are evaluated by the State Department of Education (SEA) and then by the Commissioner on the basis of the following criteria. Each criterion will be weighted as indicated, with the total for all criteria being 100 points. An application must receive a minimum of 50 points to be considered for funding.

During the development of the project, the Teacher Center Policy Board should pay careful attention to the evaluation criteria and organize the proposal so that there is evidence of conformance to these criteria.

In evaluating an application, the Commissioner considers:



(a) The extent of the teacher center policy board's authority and responsibility for supervision of the project (10 points).

(b) The potential of the proposed teacher center for increasing the effectiveness of the teachers served, in terms of the learning needs of their students (20 points).

(c) The soundness of the proposed plan of operation, including consideration of the extent to which—

(1) The objectives of the proposed projects are sharply defined, clearly stated, and capable of being attained by the proposed procedures (10 points); and

(2) The adequacy of provisions for reporting of the effectiveness of the project and dissemination of its results, and for determining the extent to which the objectives are accomplished (10 points).

(d) The appropriateness of size, scope, and duration of the project so as to secure productive results (5 points).

(e) The adequacy of qualifications and experience of personnel designated to carry out the proposed project (5 points).

(f) The adequacy of the facilities and resources (5 points).

(g) The reasonableness of estimated cost in relation to anticipated results, including the proportion of the budget represented by costs for released time or substitutes (5 points).

(h) The potential of the teacher center to impact upon and improve the grantee's overall program of inservice training for teachers (15 points).

(i) The representativeness of the teacher center policy board under § 197.4(b) (10 points).

(j) The extent to which Federal funds will support new or expanded activities rather than supporting activities which are already being paid for from other resources (5 points).

(Implements Sec. 532, 20 U.S.C. 1119a.)

TO EMPHASIZE THE IMPORTANCE OF THE EVALUATION CRITERIA,

- EACH CRITERION PRECEDES THE COMPONENT OF THE PROJECT IT DESCRIBES
- ITEMS NOTED UNDER CRITERION WERE USED BY PROPOSAL READERS during the evaluation process to score the proposals.(1978)

TEACHER CENTER POLICY BOARD REPRESENTATIVENESS

EVALUATION CRITERION

197.11(i)

REVIEWERS WILL READ YOUR PROPOSALS WITH THESE QUESTIONS IN MIND....

Is the TCPB adequately representative under Sec. 197.4(b) of the Regulations? (10 points)

Points Assigned

Were the classroom teacher members of the board nominated or selected by the teachers generally (either directly or through their teachers' organization) or were they selected by some other person or persons?*

Were the representatives of the school board(s), institution(s) of higher education and non-public schools designated by their constituents or were they selected by some other person or persons?

Does the teacher majority of the policy board fairly reflect the make-up of all teachers in the area to be served?

Comment:

---

* These questions were taken from USOE comment sheets used for evaluation of teacher center proposals, (1978)

EVALUATION CRITERION 197.11(i) (continued)

Other Suggested Indicators*: Points Assigned

Provide for a "chain of communication" that allows information to flow quickly to and from policy board members and their constituents or organizations.

Comment:

---

*Considerations recommended by Teacher Center State Coordinators National Teacher Center Resource Center, New Orleans, October, 1978

TEACHER CENTER POLICY BOARD AUTHORITY

EVALUATION CRITERION

197.11(a)

REVIEWERS WILL READ YOUR PROPOSALS WITH THESE QUESTIONS IN MIND...

> Does the proposal describe the extent of the TCPB's authority and responsibility for supervision of the project? (10 points)

Policy Board:

Points Assigned

Evidence bearing on this point would be a clear statement regarding the extent to which the teacher center policy board (TCPB):

will have authority to set policy for the center;*
will have authority to select and employ its own operating staff;
will have authority to select and employ consultants and experts;
will have control of the teacher center budget and the expenditure of its fund; and
will have authority to plan and design all subcontracts that are made to secure technical or other kinds of assistance.

Comment:

---

* These questions were taken from USOE comment sheets used for evaluation of teacher center proposals, (1978)

EVALUATION CRITERION 197.11(a) (continued)

Other Suggested Indicators*: | Points Assigned

Bylaws should be established and clearly delineate the role, responsibility, and authority of the policy board, such as:

- identifying eligible project participants;
- employment of operating staff, consultants, and/or experts;
- budgeting/expenditure of funds;
- subcontracting for technical or other assistance.

Full participation in development and approval of proposals before submission and plans before implementation.

Provision for documentation of the policy board's work through mechanism such as recorded minutes of each meeting.

Statement from superintendent and TCPB (signed) should include documentation of legal and non-legal constraints that bear on the boards of authority.

Comment:

---

*Considerations recommended by Teacher Center State Coordinators National Teacher Center Resource Center, New Orleans, October, 1978

TEACHER CENTER POLICY BOARD COLLABORATION

Each teacher center project that is successfully implemented is an example of collaboration of the highest degree. The policy board of the teacher center must wrestle with alternatives and set policy, as well as establish a management plan that will meet the needs of local teachers. These considerations should be part of the policy board formation process. All policies must be in compliance with Federal Regulations and included in the teacher center proposal. Employment provisions which govern the terms and conditions of project employees must be in compliance with state and local law as well as contractual agreements.

AUTHORITY OF THE TEACHER CENTER POLICY BOARD

The Federal Regulation mandates the teacher majority on the policy board which will hopefully ensure the fact that policy board decisions will reflect the concerns and needs of the local classroom teachers. Although there is no regulation regarding policy board meetings, a number of funded centers have scheduled monthly meetings with emergency meetings when needed.

The local educational agency (LEA) or the institution of higher education (IHE) submitting the proposal acts as fiscal agent and has legal responsibility for the teacher center project.

The teacher center policy board is responsible for the supervision of the teacher center. These supervisory functions include activities not prohibited by state or local law.

The policy board may have the authority:

- to serve as governing and policy-making body;
- to plan/conduct/review the needs assessment;
- to develop/finalize/approve the project proposal;
- to approve and recommend budget program modifications;
- to make decisions on the final budget;
- to participate in the selection of project staff;
- to identify eligible participants in the project;
- to disseminate project information;
- to determine effectiveness of teacher center programs and terminate ineffective activities.

Every teacher on the policy board should be aware of his/her role as representative of the teachers in the area. Decisions regarding staff, budget and/or program changes will affect the teachers served by the teacher center. Recommendations for staff will critically determine the management and successful implementation of the project. Careful adherence to the qualifications and an interview process will provide insight into the team members. These persons will deliver service that will benefit teachers and generate interest and support for the project. Collaboration among all project staff and policy board members is another important ingredient for success.

FUNDED PROJECTS

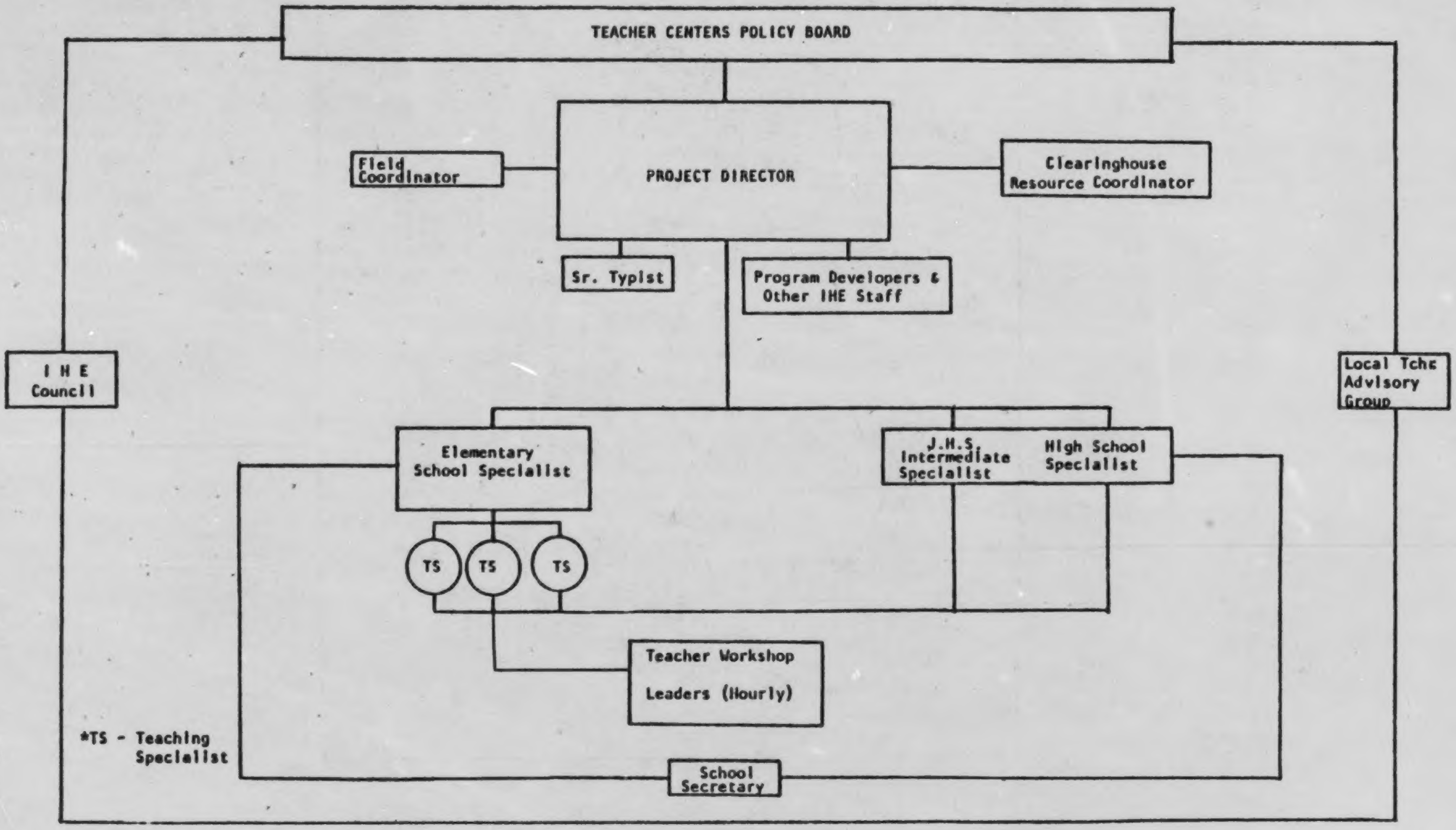
Budget modifications will offer a challenge to policy board members since the original budget was prepared with great care. Necessary adjustments because of changes in the funding level or rising costs should not alter the project plan. It may be possible that the participating colleges and universities or the district could provide an in-kind contribution. If this is impossible, explore ways of modifying without making changes that cut services to teachers.

LEADERSHIP TRAINING (TCPB)

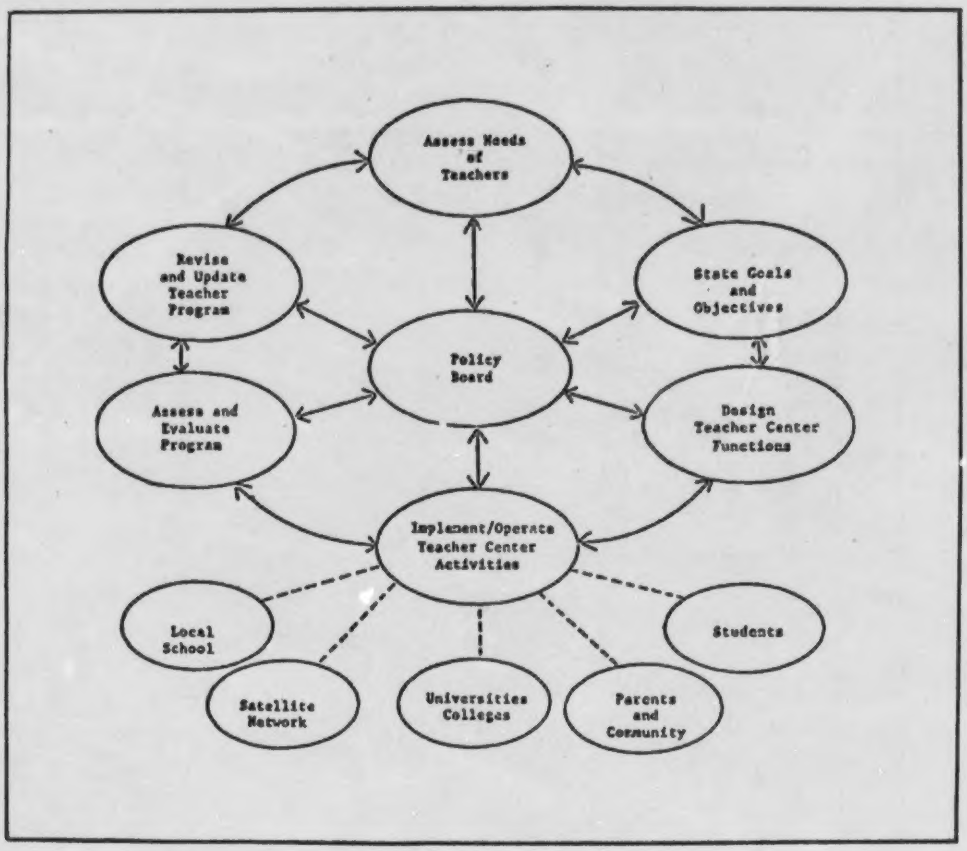
As the majority membership, teachers can initiate leadership programs for policy board members. Locals can sponsor training sessions on parliamentary procedure, budget and finance, as well as other aspects of management. As the operation of the center expands, funding from other sources could be pursued. Teacher members should update the policy board on procurement of these funds. The teacher center provides an umbrella for inservice programs in the district (or districts) served. Established centers demonstrate success in serving area teachers and have the necessary organization to disseminate information regarding new projects.

A more elaborate, urban center identifies the authority of the teacher center policy board in this organization chart.

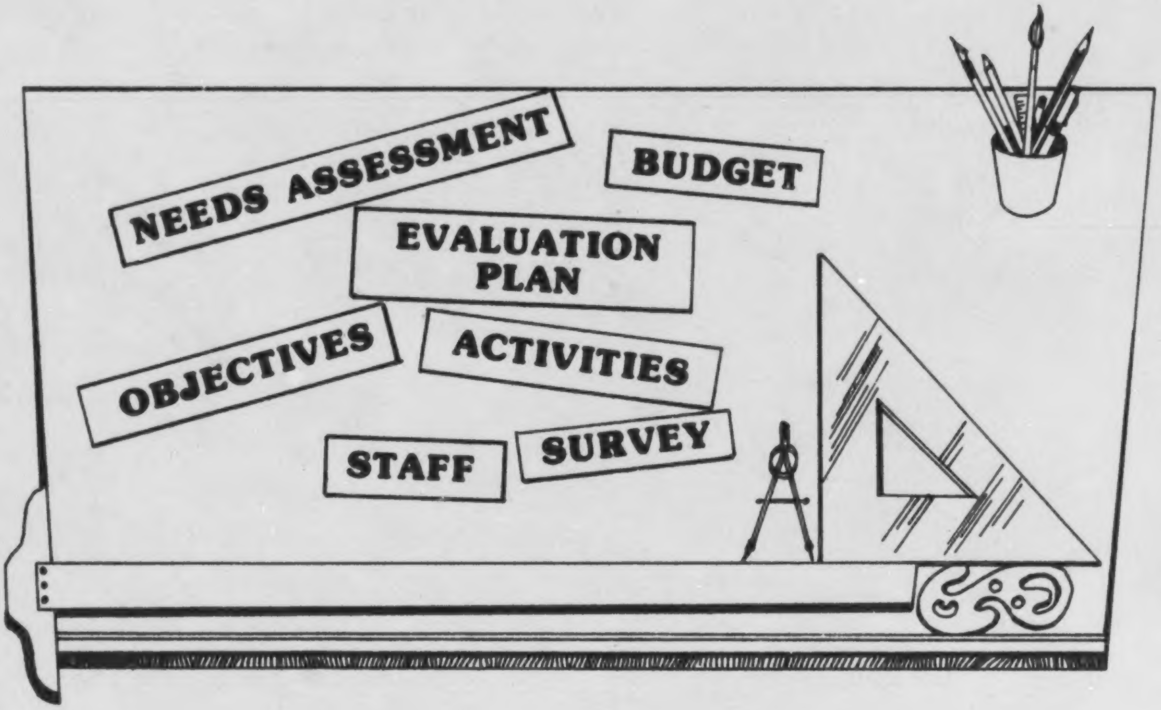
EXHIBIT 8


TEACHER CENTERS POLICY BOARD
PROJECT DIRECTOR
Field Coordinator
Clearinghouse Resource Coordinator
Sr. Typist
Program Developers & Other IHE Staff
I H E Council
Local Tchr Advisory Group
Elementary School Specialist
J.H.S. Intermediate Specialist
High School Specialist
TS
TS
TS
Teacher Workshop Leaders (Hourly)
*TS - Teaching Specialist
School Secretary

This chart demonstrates the functions of the teacher center policy board in the development and implementation of the project.


Assess Needs of Teachers
State Goals and Objectives
Design Teacher Center Functions
Implement/Operate Teacher Center Activities
Assess and Evaluate Program
Revise and Update Teacher Program
Policy Board
Local School
Satellite Network
Universities Colleges
Parents and Community
Students

PLANNING THE PROJECT PATTERN


NEEDS ASSESSMENT
BUDGET
EVALUATION PLAN
OBJECTIVES
ACTIVITIES
STAFF
SURVEY

CONTENTS

PART THREE: PLANNING THE PROJECT PATTERN

Evaluation Criterion: Teacher Student Needs.....54
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Dissemination Plan.....91
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Evaluation Criterion: Project, Size, Scope, Duration.....96
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TEACHER-STUDENT NEEDS

EVALUATION CRITERION

197.11(b)

REVIEWERS WILL READ YOUR PROPOSALS WITH THESE QUESTIONS IN MIND....

> Does the proposed teacher center have the potential for increasing the effectiveness of the teachers served, in terms of the learning needs of their students? (20 points)

Judgement should be made on the extent to which

Points Assigned

There is a clear, convincing statement of the teachers' needs for inservice education and/or curriculum development in relation to the students' needs; and *

There is an identified mechanism or process for determining teacher needs;

It seems reasonable to believe that meeting the teachers' needs (No. 2 above) will contribute to meeting the students' needs (no. 2 above)

Comment:

---

* These questions were taken from USOE comment sheets need for evaluation of teacher center proposals, (1978)

EVALUATION CRITERION 197.11(b) (continued)

Other Suggested Indicators*:

Points Assigned

Clearly identified sources and collection procedures for student and teacher needs. Differentiate between perceived and assessed needs.

Describe relationship between identified student and teacher needs.

Describe how teacher center activities will potentially impact upon student needs (e.g. eventual evaluation may include examination of new or previously used data bases.)

Teacher Center programs should clearly define activities in the following areas:

development and production of curricula;
facilitate teacher access to educational research;
provide training to better meet special student needs and familiarize teachers with current educational research in order to improve teaching skills.

Comment:

---

*Considerations recommended by Teacher Center State Coordinators
National Teacher Center Resource Center, New Orleans
October, 1978

NEEDS ASSESSMENT

Teachers will participate in an inservice program if it is designed to meet their needs. The first phase of the project must include an assessment of problem areas as perceived by teachers.

The needs assessment will be the pivotal point of the teacher center proposal. Expressed concerns of teachers and identified needs of students will provide the basis for the objectives and the program of the local teacher center. Each year there is a growing evidence that student needs are changing and teachers must quickly adapt their instructional programs to meet these needs.

For example, data on excessive student absenteeism and truancy could be used to support teachers' needs for some type of inservice that will focus on the use of incentives or relevant instructional strategies geared to the level and experience of those students.

Policy board members and others may be prone to surmise needs but the most realistic inservice activities are based on needs identified by teachers. The objectives of the project should flow from the needs assessment.

Hard data provided by the district Special Projects Office or the Curriculum Superintendent will demonstrate general areas of need.

INCLUDE EXAMPLES OF THE FOLLOWING USING CHARTS, GRAPHS, AND OTHER CURRENT DATA:

GEOGRAPHICAL AREA
any significant trends that are problematic
example: population shift

SOCIO-ECONOMIC DATA
income levels, studies of ethnic backgrounds, demographic information

STUDENT POPULATION STUDIES
enrollment of students in special programs, attendance studies, absenteeism and truancy, ethnic background, Title I studies of student population, dropout rates, achievement levels

TEACHER POPULATION STUDIES
age distribution of teachers, years of teaching experience, years of experience in district(s), level of academic training

67

The new teacher center must focus on the development of a program for increasing the effectiveness of the teachers served, in terms of the learning needs of their students. (197.11; a)

In order to assess student needs, the following data can be compiled and used as one indication of need:

- o standardized achievement test scores
- o criterion referenced test scores
- o state assessment test scores
- o district-wide study of subject area mastery of objectives

Caution must be exercised in using this information
Student information compiled for Title I programs, CETA and the implementation of PL 94-142 is also relevant when assessing learner needs.

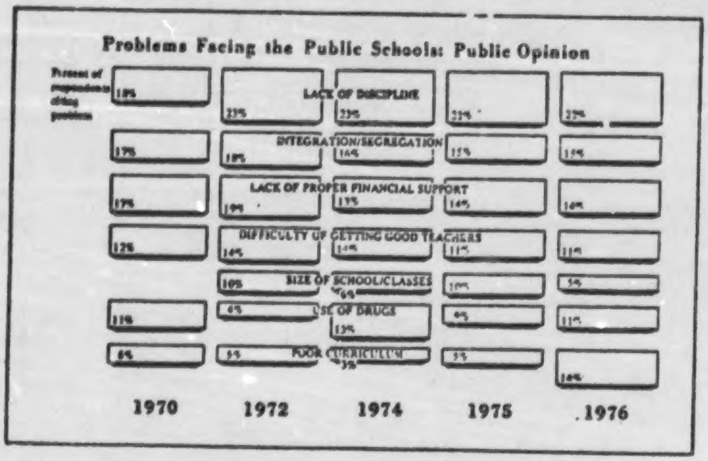
IF YOU DON'T DISCUSS STUDENT NEEDS ....*YOU MAY LOSE 10 POINTS!*

DEVELOPING THE NEEDS ASSESSMENT INSTRUMENT

All of the information gathered for this project can clearly indicate areas of local educational need. Publications, results of recent public opinion polls and district-wide studies provide the broad diagnosis of educational needs. Parents, teachers and administrators together must search out the meaning of the statistics. It is imperative to go beyond the hard data to develop the most relevant program for the local teachers' center.

EXHIBIT 11

Problems Facing the Public Schools: Public Opinion



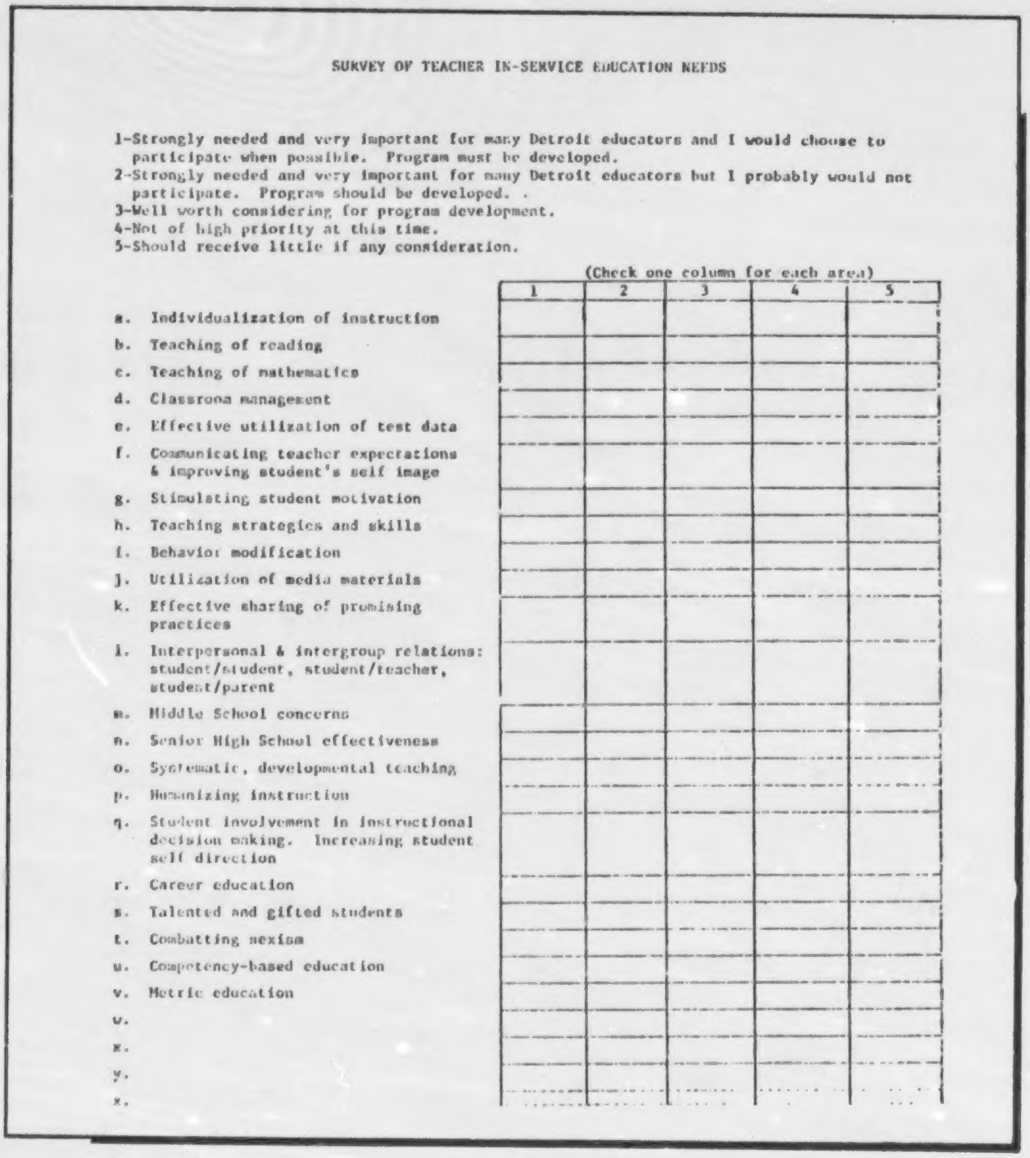
Source: The Condition of Education, 1977, NCES, P. 20.

In order to quantify the specific current needs of teachers, as perceived by teachers themselves, it is suggested that a survey instrument be developed to give each teachers (or at least a sampling of teachers) an opportunity to identify their own inservice needs.

Plans for the widest distribution could include publishing the survey in the federation paper or using the federation mailing list.

Data from the final instrument can easily be compiled and interpreted.

EXHIBIT 12 SURVEY A



SURVEY OF TEACHER IN-SERVICE EDUCATION NEEDS

1-Strongly needed and very important for many Detroit educators and I would choose to participate when possible. Program must be developed.
2-Strongly needed and very important for many Detroit educators but I probably would not participate. Program should be developed. .
3-Well worth considering for program development.
4-Not of high priority at this time.
5-Should receive little if any consideration.

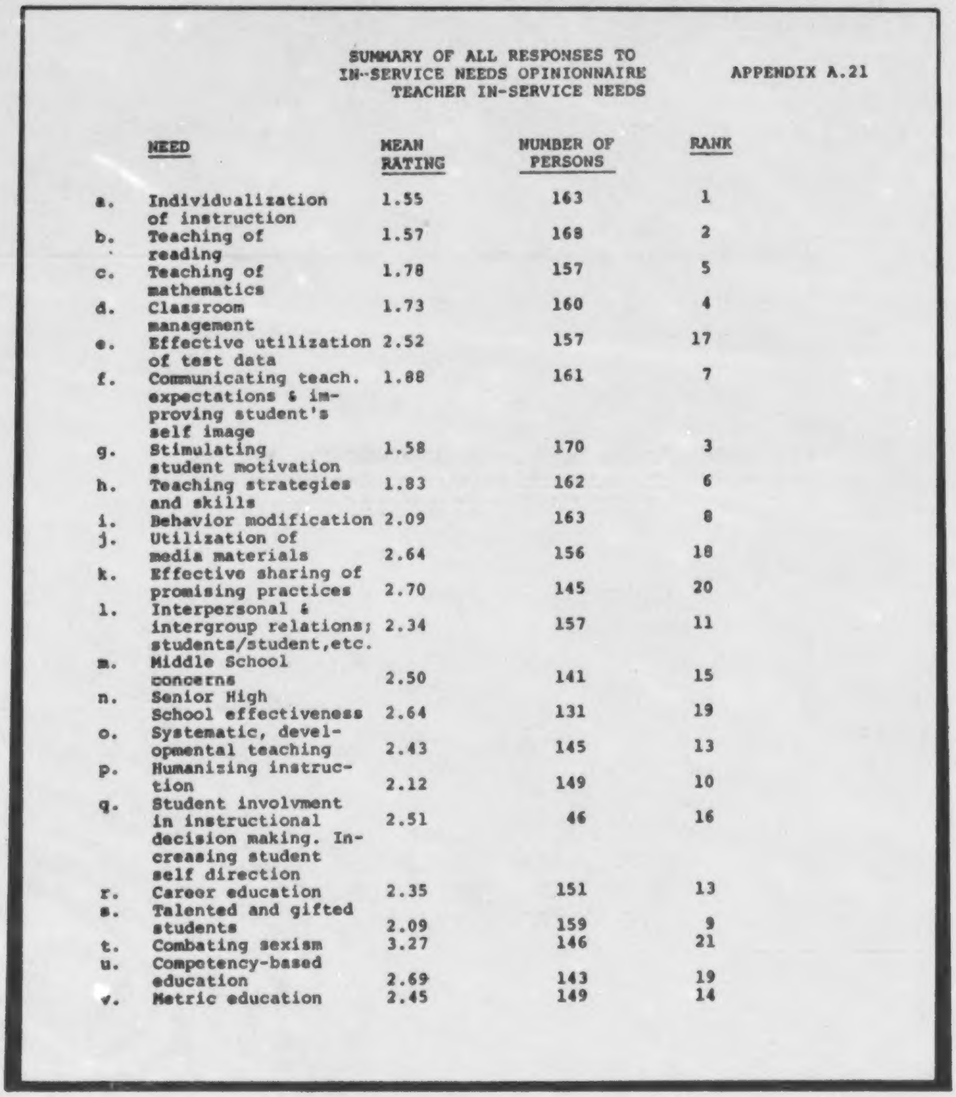
(Check one column for each area)

	1	2	3	4	5
a. Individualization of instruction					
b. Teaching of reading					
c. Teaching of mathematics					
d. Classroom management					
e. Effective utilization of test data					
f. Communicating teacher expectations & improving student's self image					
g. Stimulating student motivation					
h. Teaching strategies and skills					
i. Behavior modification					
j. Utilization of media materials					
k. Effective sharing of promising practices					
l. Interpersonal & intergroup relations: student/student, student/teacher, student/parent					
m. Middle School concerns					
n. Senior High School effectiveness					
o. Systematic, developmental teaching					
p. Humanizing instruction					
q. Student involvement in instructional decision making. Increasing student self direction					
r. Career education					
s. Talented and gifted students					
t. Combatting sexism					
u. Competency-based education					
v. Metric education					
w.					
x.					
y.					
z.					

* Always adapt any instrument to local needs.

SURVEY A (CONT.)

EXHIBIT 13: SUMMARY OF SURVEY A RESPONSES: TEACHERS K-12



SUMMARY OF ALL RESPONSES TO
IN-SERVICE NEEDS OPINIONNAIRE
TEACHER IN-SERVICE NEEDS

APPENDIX A.21

	NEED	MEAN RATING	NUMBER OF PERSONS	RANK
a.	Individualization of instruction	1.55	163	1
b.	Teaching of reading	1.57	168	2
c.	Teaching of mathematics	1.78	157	5
d.	Classroom management	1.73	160	4
e.	Effective utilization of test data	2.52	157	17
f.	Communicating teach. expectations & improving student's self image	1.88	161	7
g.	Stimulating student motivation	1.58	170	3
h.	Teaching strategies and skills	1.83	162	6
i.	Behavior modification	2.09	163	8
j.	Utilization of media materials	2.64	156	18
k.	Effective sharing of promising practices	2.70	145	20
l.	Interpersonal & intergroup relations; students/student,etc.	2.34	157	11
m.	Middle School concerns	2.50	141	15
n.	Senior High School effectiveness	2.64	131	19
o.	Systematic, developmental teaching	2.43	145	13
p.	Humanizing instruction	2.12	149	10
q.	Student involvment in instructional decision making. Increasing student self direction	2.51	46	16
r.	Career education	2.35	151	13
s.	Talented and gifted students	2.09	159	9
t.	Combating sexism	3.27	146	21
u.	Competency-based education	2.69	143	19
v.	Metric education	2.45	149	14

SURVEY A (CONT.)

After an analysis of the needs assessment survey or questionnaire has been completed, clearly define your local needs. This section of the proposal should precede the program plan.

This is an area where the skill of the special projects administrator from the district can facilitate the activity. In large districts digitek sheets are used and information is tabulated quickly by computers.

INSERVICE PRIORITIES: RESULTS OF SURVEY A RESPONSES....

EXHIBIT 14

LEVEL	PROBLEM AREA
KINDERGARTEN - 12	INDIVIDUALIZING INSTRUCTION
	TEACHING OF READING

THE AREAS OF GREATEST CONCERN FOR K-12 teachers in survey A. Other concerns for program development can be prioritized by using the rank listing.

ORGANIZATION CAN PROVIDE FOR SUMMARY OF RESPONSES ACCORDING TO CATEGORIES OF TEACHERS

EARLY CHILDHOOD
ELEMENTARY TEACHERS
MIDDLE SCHOOL TEACHERS
HIGH SCHOOL TEACHERS

EXHIBIT 15 QUESTIONNAIRE A

CITY TEACHER CENTER

QUESTIONNAIRE

Name______________________________

Address____
street city state zip

WHAT IS YOUR PRESENT TEACHING ASSIGNMENT?

____Elementary ____Junior High School ____High School 5

Grade(s)______________________ 6-13

School______________________ District____________ 14-17

Subject(s)______________________________ 18-19
20-21

Describe any special assignment you have, if any______________ 22
____

WHAT IS YOUR CERTIFICATION AND LICENSING STATUS?

Are you fully certified and licensed for your present assignment?
____yes ____no 23

IF you are not fully certified and licensed for your present teaching assignment, approximately how many three-credit courses do you need to obtain the appropriate certification? Check as many as apply.

____one or two courses in the content area 24
____three or four courses in the content area 25
____five or more courses in the content area 26
____one or two courses in educational foundations or methods 27
____three or more courses in educational foundations or methods 28
____I do not need course work but must take and pass the appropriate licensing examination 29

ASSUME THAT A TEACHER CENTER WILL BE LOCATED IN OR NEAR YOUR SCHOOL. THE CENTER WILL PROVIDE INDIVIDUALIZED INSERVICE TRAINING FOR TEACHERS THROUGH WORKSHOPS, COURSES, AND YEAR-LONG INTENSIVE PROFESSIONAL DEVELOPMENT ACTIVITIES. THE ACTIVITIES WILL BE CONDUCTED AND MONITORED BY NON-SUPERVISORY TEACHING SPECIALISTS IN COOPERATION WITH UNIVERSITY PERSONNEL. COLLEGE PROFESSORS WILL TEACH SOME COURSES. YOU COULD EARN UNIVERSITY CREDIT OR INSERVICE CREDIT THROUGH YOUR PARTICIPATION IN TEACHER CENTER ACTIVITIES. THE ACTIVITIES WOULD BE DESIGNED SO THAT YOU COULD ACQUIRE SKILLS AND DEVELOP MATERIALS THAT WOULD BE IMMEDIATELY USEABLE IN YOUR CLASSROOM.

Would you like to become involved in a year-long intensive professional development sequence in the center? ___yes ___no 30

Would you attend occasional university credit bearing courses in the area of your present teaching assignment at the center?
____yes ____no 31

Would you take the same courses for inservice credit or for no credit? ___yes ___no 32

Would you attend occasional workshops in the area of your present teaching assignment? ___yes ___no 33

Would you attend workshops or courses outside the area of your present certification and teaching assignment? ___yes ___no 34

If yes, what area would you be most interested in? 35
36

QUESTIONNAIRE A (CONT.)

WHAT DO YOU THINK WOULD HELP YOU THE MOST TO IMPROVE YOUR TEACHING?
Check any that apply.

___greater depth of knowledge in subject matter for the content area 37
___improved ability to structure content for teaching 38
___increased knowledge about how children learn 39
___greater understanding of the theories of teaching and learning 40
___better knowledge about the kinds of curriculum materials (books, kits, etc.) that are available 41
___greater skill in adapting published materials for classroom use 42
___improved ability to develop my own classroom materials 43
___assistance in long range and day-to-day planning 44
___more effective classroom management skills so that pupils could spend their time more productively. 45
___better methods of assessing and monitoring pupil progress 46
___other. ______________________________ 47

HOW DO YOU THINK YOU CAN BEST LEARN ABOUT THE THINGS YOU CHECKED ABOVE?
Please check no more than five of the following.

___after school single session or short term workshops 48
___after school university credit bearing courses 49
___professional reading 50
___consultations with regular supervisors about teaching problems 51
___consultations with non-supervisory teaching specialists about teaching problems 52
___informal conversations with other teachers 53
___seeing demonstrations in classrooms by teachers who are trying new techniques that have been proven effective 54
___trying out new techniques and talking with other teachers about them 55
___examining different teaching strategies and their applicability to various subject areas 56
___other. Please specify______________________________ 57
58

ARE THERE ANY FACTORS THAT YOU THINK ARE IMPORTANT IN PLANNING A TEACHER CENTER THAT THE COMMITTEE SHOULD KEEP IN MIND?

____

____

____

____

____

QUESTIONNAIRE A (CONT.)

TEACHER SURVEY

A successful technique for the distribution of a questionnaire or a survey is to publish it in the federation paper. Additional copies can also be made available through building representatives.

EXHIBIT 12 provided project planners with specific information about teachers and their inservice needs.

EXHIBIT 16

ANALYSIS OF DISTRICT RESULTS

SUMMARY OF MAJOR CHARACTERISTICS OF SURVEY POPULATION

(#1 to 29) OF SURVEY)

TEACHER NEEDS IN TERMS OF PROPOSED TEACHER CENTER SERVICES

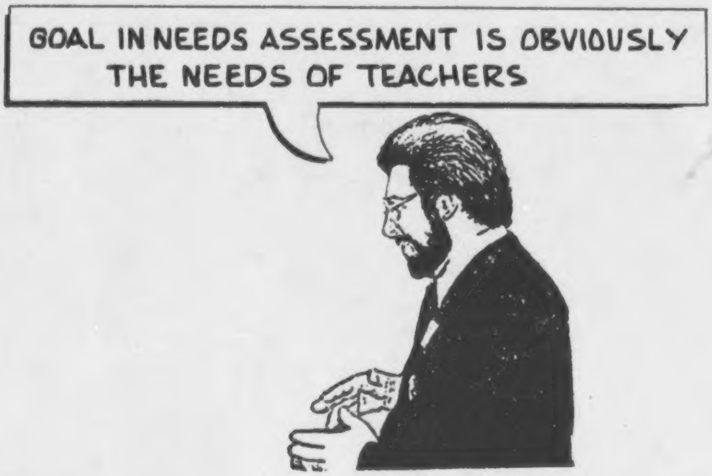
(#30-36) OF SURVEY)

TEACHER NEEDS IN SPECIFIC AREAS

(#37-47)

TEACHER NEEDS CONCERNING APPROACHES TO INSERVICE EDUCATION

(#48-58)


GOAL IN NEEDS ASSESSMENT IS OBVIOUSLY THE NEEDS OF TEACHERS

QUESTIONNAIRE A (CONT.)

EXHIBIT 17 TEACHER NEEDS IN SPECIFIC AREAS

AREAS OF CONCERN	NUMBER OF TEACHERS RESPONDING	%
Greater depth of knowledge in subject matter for the content area	1744	63.8%
Improved ability to structure content for teaching.	2185	78.9%
Increased knowledge about how children learn.	1318	48.2%
Greater understanding of the theories of teaching and learning.	823	30.1%
Better knowledge about the kinds of curriculum materials(books, kits, etc.) that are available	2396	87.6%
Greater skill in adapting published materials for classroom use.	2530	92.5%
Improved ability to develop my own classroom materials.	2426	88.7%
Assistance in long range and day-to-day planning.	2464	90.1%
More effective classroom management skills so that pupils could spend their time more productively.	2360	86.3%
Better methods of assessing and monitoring pupil progress.	1624	59.4%

A list of priorities compiled from survey. This analysis provided the policy board with the direction as to the kinds of direction as to the kinds of inservices activities teachers needed, their duration and their focus.

QUESTIONNAIRE A (CONT.)

PROJECT EXPERIENCE '78

In large urban districts, it may be necessary to establish satellite centers in more than one school. If a survey is distributed it may be more productive to meet with the teachers at those schools and distribute the surveys at that time.

EXHIBIT 18: ANALYSIS OF QUESTIONNAIRE A

TEACHER NEEDS IN SPECIFIC AREAS AT PROPOSED ELEMENTARY SCHOOL SITES

AREAS OF CONCERN	DISTRICT					
	SCHOOL	198	36	261	161	179
	NUMBER OF TEACHERS RESPONDING	17	20	27	43	32
Greater depth of knowledge in subject matter for the content area.	➡	58.8	60.0	66.7	67.4	65.6
Improved ability to structure content for teaching.	➡	70.6	85.0	81.5	81.4	84.4
Increased knowledge about how children learn.	➡	47.1	50.0	51.9	51.2	50.0
Greater understanding of the theories of teaching and learning.	➡	29.4	30.0	33.4	32.6	31.2
Better knowledge about the kinds of curriculum materials (books, kits, etc.) that are available.	➡	82.3	85.0	85.2	86.1	87.5
Greater skill in adapting published materials for classroom use.	➡	88.2	90.0	92.6	93.0	90.6
Improved ability to develop my own classroom materials.	➡	88.2	85.0	88.8	90.7	87.5
Assistance in long range and day-to-day planning.	➡	88.2	90.0	92.6	93.0	93.4
More effective classroom management skills so that pupils could spend their time more productively.	➡	82.3	90.0	92.6	90.7	90.6
Better methods of assessing and monitoring pupil progress.	➡	64.7	60.0	59.3	62.8	59.4

% of Responses

INTERVIEW

FACE-TO-FACE NEEDS ASSESSMENT

Personal contact surveys are time consuming, but they generate interest in the new project and the inservice concept. Policy board members can choose a reasonable number of teachers to interview. They spend approximately 20-30 minutes with each teacher.

EXHIBIT 19: SOME SUGGESTED QUESTIONS FOR INTERVIEW

QUESTIONS

1. What would you list as the three most important problems in your school that would benefit from inservice training? In your district?
2. How would you like to see teacher center services provided, e.g., courses, workshops, released time for visitations, short or long programs, etc.?
3. If some programs were limited to helping you in areas that represent the learning needs of your students, what would these areas be?
4. Can you think of any "extra" services or facilities that a teacher center might provide that would otherwise not be available?
5. Can you name three things that you would like to see a teacher center provide directly to you?
6. Do you have any suggestions for the development of a teacher center that haven't been included in your remarks thus far?

EXHIBIT 20: DATA FROM PERSONAL SURVEY

PERSONAL CONTACT SURVEY RESULTS FOR QUESTION
CONCERNING MOST IMPORTANT INSERVICE PROBLEMS
IN SCHOOL AND DISTRICT

Topic Area	Number of Comments	%
Individual School		
Special Learning Needs of Children (e.g. handicapped, gifted)	129	23.8
Diagnostic & Prescriptive Approaches to Instruction	91	16.8
Discipline and Classroom Management	80	14.7
Improvement of Existing Instructional Programs	77	14.2
Children's Communication Skills	60	11.1
Teacher Interpersonal and Communication Skills	38	7.0
Social/Emotional and Developmental Needs of Children	35	6.5
Personal/Professional Needs of Teachers	24	14.4
Other	8	1.5
Total	542	100.0
District		
Communication within District	14	24.1
Developing Realistic Expectations for Teachers	13	22.4
Discipline	11	19.0
Total Instructional Program Improvement	11	19.0
Inservice for Parents	3	5.2
Reading Program	6	10.3
Total	58	100.0

Teacher's perceived needs can be prioritized from survey results.

ONGOING NEEDS ASSESSMENT:

Needs assessment procedures must be built into the project program. The _Phi Delta Kappa Needs Assessment Kit_,

Commission on Educational Planning
Box 789, 8th and Union
Bloomington, INDIANA 47401

outlines workshop activities that provide for individual decisions as well as group interaction.

> Interviews, workshops and informal surveys can be scheduled throughout the duration of the project. Adaptation to shifts and changes will continue to draw teachers into greater participation in center activities.

Information about the types of surveys can be researched from the numerous books and articles that are available on needs assessment planning and organization.

Comprehensive studies of the needs assessment process have been published.

Policy board members may wish to use the following as reference sources:

- _Educational Technology_ 17 (11). November, 1977. The entire issue is focused on needs assessment.
- W. Robert Houston, Len Faseler, Sarah C. White, Priscilla Sanders, Joy Seater and William Butts.

  Assessing School/College/Community Needs, Teacher Corps Developmental Training Activities, 1978.

Copies may be obtained from:

The Center for Urban Education
The University of Nebraska at Omaha
3805 North Sixteenth Street
Omaha, Nebraska, 68110

DIRECTORY OF SOURCES

Alameda County Needs Assessment Model
Alameda County Schools
685 A Street
Hayward, California 94541

Aspects of Educational Assessment
Center for Statewide Educational Assessment
Educational Testing Service
Princeton, New Jersey 08540

Assessing Career Needs of Learners
State Department of Education
942 Lancaster Drive NE
Salem, Oregon 97310

An Assessment of Educational Needs for Students in Oklahoma
State Department of Education
2500 North Lincoln Boulevard
Oklahoma City, Oklahoma 73105

Atlanta Assessment Project
Instructional Services Center
2930 Forrest Hill Drive SW
Atlanta, Georgia 30315

The Beverly Hills Community Looks at its Schools
Beverly Hills Unified School District
255 South Lasky Drive
Beverly Hills, California 90212

California Assessment Program
State Department of Education
721 Capitol Mall, 4th Floor
Sacramento, California 95814

CAM
Evaluation Center
Hopkins Independent School District 274
Hopkins, Minnesota 55343

Citizens' Opinion Survey
Denver Public Schools
900 Grant Street
Denver, Colorado 80203

Conducting Local Needs Assessment: A Guide
ERIC Clearinghouse on Tests, Measurement, and Evaluation
Princeton, New Jersey 08540

Community Questionnaire
Charleston Public Schools
3 Chisolm Street
Charleston, South Carolina 29401

Connecticut Educational Needs Assessment
State Board of Education
P.O. Box 2219
Hartford, Connecticut 06115

The CSE Elementary School Evaluation Kit
Allyn and Bacon Inc., Longwood Division
470 Atlantic Avenue
Boston, Massachusetts 02210

Design for Developing a Program of School Improvement
State Department of Education
Montgomery, Alabama 36130

Developing a Workable Needs Assessment Process
Office of the Los Angeles County Superintendent of Schools
Los Angeles, California

District of Columbia's Citywide Needs Assessment
Public Schools of the District of Columbia
Presidential Building
415 12th Street NW
Washington, DC 20004

Districtwide Needs Assessment Report
San Diego Community College District
3375 Camino Del Rio South
San Diego, California 92108

Education for the 70's
Tacoma Public Schools
Tacoma Avenue at Eighth
P.O. Box 1357
Tacoma, Washington 98401

Educational Goals for West Virginia
Department of Education
Charleston, West Virginia 25305

Educational Needs Assessment
Arizona Department of Education
1535 West Jefferson Street
Phoenix, Arizona 85007

Educational Needs Assessment
Merrill Area Public Schools
Merrill, Wisconsin 54452

Educational Needs Assessment
Northeastern Educational Intermediate Unit
Scranton, Pennsylvania

Educational Needs Assessment
Westinghouse Learning Corporation
P.O. Box 30
Iowa City, Iowa 52240

Educational Needs Assessments
Wisconsin Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702

Educational Needs Assessment: A Statewide Design for Texas
Texas Education Agency
201 East 11th Street
Austin, Texas 78701

Establishing Educational Priorities through the Illinois Problems Index
Illinois Office of Education
100 North First Street
Springfield, Illinois 62777

Educational Values Assessment Questionnaire
Behavioral Publications
2852 Broadway
Morningside Heights
New York, New York 10025

Fourth Annual Survey of Attitudes toward the Public Schools of Brevard County, Florida
Brevard County Public Schools
3205 S. Washington Avenue
Titusville, Florida 32780

Fresno County Needs Assessment Process
Fresno County Department of Education
Fresno, California

General Educational Needs Assessment in Mississippi
Office of Planning and Evaluation
State Department of Education
P.O. Box 771
Jackson, Mississippi 39205

General Needs Assessment
Bucks County Public Schools
Doylestown, Pennsylvania

Gila River Comprehensive Needs Assessment
Information Analysis Associates
Box 1421
Mesa, Arizona 26201

Hawaii Educational Assessment
State of Hawaii Department of Education
P.O. Box 2360
Honolulu, Hawaii 96804

Indiana Education Needs Assessment Project
Division of Innovative and Exemplary Education
State Department of Public Instruction
Indianapolis, Indiana 46204

Indicators and Statewide Assessment
Division of Planning, Development, and Evaluation
Colorado State Department of Education
1362 Lincoln Street
Denver, Colorado 80203

Louisiana Assessment of Educational Progress
The Division of Instructional Services
State Department of Education
P.O. Box 44064
Baton Route, Louisiana 70804

Maine Assessment of Educational Progress
Division of Planning, Evaluation, and Research
State Department of Educational and Cultural Services
Augusta, Maine 04330

A Manual of Information and Guidelines for Teachers and Administrators
State Department of Education
Montpelier, Vermont 05602

Materials for Use with Local Districts Interested in Developing a Systematic Planning Process
State Department of Education
Montpelier, Vermont 05602

Milwaukee Public Schools Needs Assessment
Division of Educational Research and Program Assessment
Milwaukee Public Schools
Milwaukee, Wisconsin

The Minden Public School Objectives Poll
Minden Public Schools
District R-3
520 West Third Street
P.O. Box 301
Minden, Nebraska 68959

Minnesota Educational Assessment Program
Minnesota Department of Education
St. Paul, Minnesota 55101

Monticello Needs Assessment Committee Questionnaire
Monticello Public Schools
Joint District No. 3
312 South Main Street
Monticello, Wisconsin 53570

National Assessment of Educational Progress
Education Commission of the States
300 Lincoln Tower
1860 Lincoln Street
Denver, Colorado 80203

Nebraska Needs Assessment Survey
Nebraska Department of Education
Box 94997
Lincoln, Nebraska 68509

Needs Assessment
Virginia Department of Education
Richmond, Virginia 23216

Needs Assessment
Accreditation and Educational Improvement Section
State Department of Education
Columbia, South Carolina 29201

Needs Assessment in Education
State Department of Education
Division of Research, Planning, and Evaluation
225 West State Street
Trenton, New Jersey 08625

Needs Assessment Kit
The Diagnostic and Prescriptive Center for Educational Environments
1210 13th Street
Parkersburg, West Virginia 26101

Needs Assessment Model
Educational Improvement Center
Department of Education
Central Station
Trenton, New Jersey 08625

A Needs Assessment Model for Establishing Personnel Training Priorities
University of Connecticut
Connecticut Special Education Resource Center U-4
Storrs, Connecticut 06268

Needs Assessment Models: A Critical Analysis
Alameda County School Department
685 A Street
Hayward, California 94541

Needs Assessment Procedures Manual
Education Systems Associates
3445 Executive Center Drive, Suite 205
Austin, Texas 78731

A Needs Assessment Process Guide
New Mexico Department of Education
Education Building
Santa Fe, New Mexico 87501

Nevada Needs Assessment
Division of Planning and Evaluation
Nevada State Department of Education
Carson City, Nevada 89701

Newton Public Schools Needs Assessment
Newton Public Schools
57 Trinity Street
Newton, New Jersey 07860

Next Step
Worldwide Education and Research Institute
2315 Stringham Avenue
Salt Lake City, Utah 84109

New Hampshire Educational Needs Assessment
Department of Education
410 State House Annex
Concord, New Hampshire 03301

Ohio's Statewide Assessment
State of Ohio
Department of Education
Columbus, Ohio 43215

The Pennsylvania Questionnaire
State Department of Education
Box 911
Harrisburg, Pennsylvania 17126

Program Planning Guide
Kansas State Department of Education
Kansas State Education Building
120 East 10th Street
Topeka, Kansas 66612

A Proposal to Assess the Needs of Students in Ten School Districts
Project #2204
State Fair Community College
Sendalie, Missouri 65301

Pupil-Perceived Needs Assessment Package
Research for Better Schools
1700 Market Street
Philadelphia, Pennsylvania 19103

Report of the Visiting Committee
Salmon High School Evaluation
Salmon, Idaho 83467

School Climate Profile
Cheyenne Mountain Schools
1118 West Cheyenne Road
Colorado Springs, Colorado 80906

School Program Bonanza Game Priority Evaluator: A Needs Assessment System
University of Georgia
Athens, Georgia 30601

Skyline Wide Education Plan
Dallas Independent School District
3700 Ross Avenue
Dallas, Texas 75204

State Needs Assessment Project
State of Idaho
Department of Education
Len B. Jordan Office Building
Boise, Idaho 83720

Student Opinion Inventory
National Study of School Evaluation
2201 Wilson Boulevard
Arlington, Virginia 22201

Survey Results: Educational Needs in the Pacific Northeast
Northeast Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

Utah Educational Needs Assessment
Planning and Evaluation Unit
Utah State Board of Education
136 East South Temple
Salt Lake City, Utah 84111

Washington Statewide Educational Assessment
Department of Public Instruction
Olympia, Washington 98504

Workshop Packet for Educational Goals and Objectives
Phi Delta Kappa, Inc.
Eighth and Union Streets
Box 789
Bloomington, Indiana 97401

PROJECT OBJECTIVES

EVALUATION CRITERION

197.11 (c.1).

REVIEWERS WILL READ YOUR PROPOSALS WITH THESE QUESTIONS IN MIND....

Does the proposal contain sound objectives which are sharply defined, clearly stated, and capable of being attained by the proposed procedures? (10 points)

Points Assigned

Judgement should be made on the extent to which

- Objectives relate to the stated needs;*
- Proposed activities relate to the objectives; and
- You think they will attain their goals.

Comment:

---

* These questions were taken from USOE comment sheets used for evaluation of teacher center proposals, (1978)

EVALUATION CRITERION 197.11(c.1) (continued)

Other Suggested Indicators*:

Points Assigned

Clearly describe the scope and sequence of activites from "Day 1" of the project.

Objectives should be:

- consistent in format;
- concise and complete--population, expected outcome, measure(s), time;
- attainable in terms of face validity;
- supported by sub-objectives on other information, if needed to further explain intent of objectives;
- clear relationship shown between goals, objectives, needs and activities.

Comment:

---

*Considerations recommended by Teacher Center State Coordinators National Teacher Center Resource Center, New Orleans, October, 1978

IDENTIFY OBJECTIVES

PROGRAM PLAN

Performance Objectives

When the results of the needs assessment have been completed and compiled, the program plan can be determined. Objectives that address the needs outlined by local teachers must be stated in measurable terms.

Measurable Objective

1.1 During the project period of September, ____, to June, ____, no less that 80% of teachers participating in the teacher center afternoon workshops will demonstrate an increase in their ability to identify their own professional development needs in order to better serve their students.

In many cases, objectives are written as goals with no possibility of reasonable implementation. The following "objective" would not be acceptable.

Objective

1. Teachers will improve their ability to serve their students.

Objectives focus on areas of concern identified by teachers in the needs assessment. The evaluation criteria speak to "the potential of the proposed teacher center for increasing the effectiveness of the teachers served in terms of the learning needs of their students." This could be accomplished through the personal growth of teachers, their professional development and acquisition of new skills. [197.11 (b)]

Objectives may be difficult to define. However, one way of making them precise is to project the school district two years into the future. Identify the changes that would be visible then. These may be the objectives of your project.

PROJECT OBJECTIVES (CONT.)

If time permits, policy board members can explore alternatives through the use of workshop materials. Specific instructions on the writing of performance objectives are provided in the Workshop Packet for Educational Goals and Objectives subtitled, A Program for Community and Professional Involvement. The packet may be obtained from the Commission on Educational Planning, Phi Delta Kappa, Inc., P.O. Box 789, Bloomington, Indiana 47401.

> "I cannot emphasize too strongly the importance of stating your goals, objectives, and plan of action clearly and in an orderly fashion. All parts of the proposal must work into a single plan. For instance, if a statement of needs is called for, it should be written so that a statement of objectives will flow naturally from it. It should be evident to the reader that the accomplishment of those objectives will satisfy the needs. The statement of objectives then becomes the basis for writing a section on results or benefits expected and a section on approach (the 'how I will do it' section).
>
> "Objectives of a proposal tell reviewers what the applicant intends to do with the money requested. If these objectives are couched in vague terms, then the reader gets only a vague idea about what the proposer hopes to accomplish. That, in turn, makes it difficult to determine if the approach the applicant describes is adequate in terms of his objectives.
>
> "Objectives should be written precisely, and when possible, at the 'task' level. In other words, if the applicant intends to train community personnel in consumer education, the objectives should spell out specifically what aspects of consumer education will be zeroed in on rather than leaving them at the general 'consumer education' level."

Reference from Information Center for Proposal Development: A Project Manual. 1976-1977. David B. Sherman and Miriam Smith, eds. New York City Board of Education, 110 Livingston Street, Brooklyn, New York 11201.

EVALUATION CRITERION

197.11 (j)

REVIEWERS WILL READ YOUR PROPOSALS WITH THESE QUESTIONS IN MIND...

Does the proposal explain the extent to which federal funds will support new or expanded activities rather than supporting activities which are already being paid for from other resources? (5 points)

Is there a statement of the kinds of activities that will be initiated with federal funds? *

Does the proposal include a description of similar activities already being funded from other sources?

Points Assigned

Comment:

---

* These questions were taken from USOE comment sheets used for evaluation of teacher center proposals, (1978)

Other Suggested Indicators*:

Points Assigned

Describe present programs, funding level and source of funding.

Description of types of activities being initiated with federal funds (e.g. expanding existing program or implementation of new program.)

Comment:

---

*Considerations recommended by Teacher Center State Coordinators
National Teacher Center Resource Center, New Orleans
October, 1978

CENTER ACTIVITIES

Federal Teacher Centers regulation points out that each teacher center may afford opportunities for teachers to:

> (1) Develop and produce curricula (including the modification or adaptation of existing curricula) designed to meet the educational needs of the students served by the teachers;
> (2) Use educational research findings or new or improved methods, practices, and techniques in the development of the curricula;
> (3) Provide training designed to:
> (i) Enable the teachers to better meet the special educational needs of the students they serve (including training to enable teachers to implement effectively specific curricula); and
> (ii) Familiarize the teachers with developments in curriculum and educational research, including the use of research to improve teaching skills.
>
> FEDERAL REGISTER....197.3(b)

INCORPORATE NEW PROJECT ACTIVITIES IN YOUR PROPOSAL

The plan of action will include the description of the activities of the project. Program activities outline the step by step procedure for implementation of the objectives. This section should outline exactly how the objectives will be accomplished.

> 1.1 Workshops will be provided for teachers on Thursday afternoon between the hours of 3:00-5:00 p.m. Sample workshop topics, based upon the survey of teacher needs, may include. . .classroom management, use of multi-ethnic reading materials, etc.

The activities will describe the delivery of inservice to the teachers. Numerous modes of inservice education can be utilized in the plan. Care should be taken in choosing the most appropriate for the activity. The following were used in the first year proposals: interactive workshops, seminars, individual advisory classroom support (peer to peer), independent study, visits to other classrooms, university courses, and discussion groups.

INCORPORATE NEW PROJECT ACTIVITIES INTO THE PLAN OF ACTION

INCENTIVE CONTRACTS

Incentive Program

BRIGHT IDEAS. EVERY SCHOOL SYSTEM NEEDS THEM. HERE'S A WAY TO ENCOURAGE GOOD CURRICULUM IDEAS AND TURN THEM INTO REALITY.

Teachers with curriculum proposals contact the policy board mini grants committee. The policy board carefully reviews each proposal which includes a budget, the project's purposes and goals, and methods for sharing the project throughout the district. Priority is given to projects that can be transferred to other classrooms and other schools and to ideas which later can be developed into district-funded, rather than policy-board funded, programs.

OTHER IDEAS THAT PROVIDED TEACHERS WITH NEW INCENTIVES...

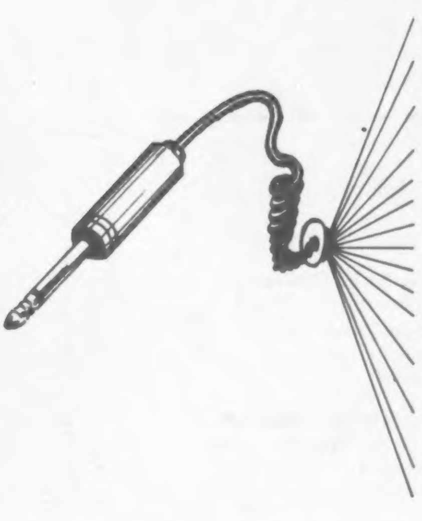
✓	THE CREATION AND DISTRIBUTION OF NEW INSTRUCTIONAL IDEAS DESIGNED BY CLASSROOM TEACHERS
✓	UNIQUE TIME SHARING FOR INSTRUCTIONAL ASSISTANCE IN THE CLASSROOM
✓	PLANS FOR FOCUSING ON TEACHER STRENGTHS ...teachers will instruct other teachers in requested workshops; for example: Reading and Star Wars Fans Taught by: Mr. ______________ Teacher at ______________ Elementary School
	Metric Measurement for Middle School Learners Taught by: Mrs. ______________ Teacher at ______________ Middle School

ACTIVITIES (CONT.)

✓	ARTISTS - in - residence at the Teacher Center and available to teachers in the schools
✓	MAIN CENTER - "drop-in centers"
✓	PURPOSE ROOM - An area where children of the teachers who attend can be cared for while teachers are working at the center

CONSIDER LINKS TO PRESENT RESOURCE BANKS FOR THE LOCAL PROJECT EXPLORE WAYS IN WHICH TEACHERS CAN BE PUT IN CONTACT WITH THE INFORMATION BANKS.

ERIC CLEARINGHOUSE



on Career Education 614/486-3655
on Counseling and Personnel Services 313/764-9492
on Early Childhood Education 217/333-1386
on Educational Management 503/686-5043
on Handicapped and Gifted Children 703/620-3660
on Higher Education 202/296-2597
on Information Resources 315/423-3640
on Junior Colleges 213/825-3931
on Languages and Linguistics 703/528-4312
on Reading and Communication Skills 217/328-3870
on Rural Education and Small Schools 505/646=2623
on Science, Mathematics, and Environmental Education 614/422-6717
on Social Studies/Social Science Education 303/492-8434
on Teacher Education 202/293-7280
on Tests, Measurement and Evaluation 609/921-8000
on Urban Education 212/678-3437

Special consideration should be given to the use of the ERIC System. Rental of a computer terminal will provide teachers with an unlimited source of publications and research data.

Write to each clearinghouse:
Request copies of publications and services, and that your name be placed on their mailing list

For details on computer services and current rental charges contact any ERIC Clearinghouse or AFT Teacher Center Resource Exchange.

Clearinghouses

Each of the 16 ERIC clearinghouses collects materials on a particular subject in education.

ERIC Clearinghouse on Career Education (CE)
Ohio State University
Center for Vocational Education
1960 Kenny Road, Columbus, OH 43210
Telephone: (614) 486-3655

ERIC Clearinghouse on Counseling and Personnel Services (CG)
University of Michigan
School of Education Building, Room 2108
Ann Arbor, MI 48109
Telephone: (313) 764-9492.

ERIC Clearinghouse on Reading and Communication Skills (CS)
National Council of Teachers of English
1111 Kenyon Rd., Urbana, IL 61801
Telephone: (217) 328-3870

ERIC Clearinghouse on Educational Management (EA)
Library (South Wing), University of Oregon
Eugene, OR 97403
Telephone: (503) 686-5043

ERIC Clearinghouse on Handicapped and Gifted Children (EC)
CEC Information Center
The Council for Exceptional Children
1920 Association Dr., Reston, VA 22091
Telephone: (703) 620-3660

ERIC Clearinghouse on Language and Linguistics (FL)
Center for Applied Linguistics
1611 N. Kent St., Arlington, VA 22209
Telephone: (703) 528-4312

ERIC Clearinghouse on Higher Education (HE)
George Washington University
1 Dupont Circle, Suite 630, Washington, DC 20036
Telephone: (202) 296-2597

ERIC Clearinghouse on Information Resources (IR)
Syracuse University, School of Education
Syracuse, NY 13210
Telephone: (315) 423-3640

ERIC Clearinghouse for Junior Colleges (JC)
University of California at Los Angeles
96 Powell Library, Los Angeles, CA 90024
Telephone: (213) 825-3931

ERIC Clearinghouse on Early Childhood Education (PS)
University of Illinois, College of Education
805 W. Pennsylvania Ave., Urbana, IL 61801
Telephone: (217) 333-1386

ERIC Clearinghouse on Rural Education and Small Schools (RC)
New Mexico State University
Box 3AP, Las Cruces, NM 88003
Telephone: (505) 646-2623

ERIC Clearinghouse for Science, Mathematics, and Environmental Education (SE)
Ohio State University
1200 Chambers Road, Third Floor,
Columbus, OH 43212
Telephone: (616) 422-6717

ERIC Clearinghouse for Social Studies/ Social Sciences Education (SO)
Social Science Education Consortium, Inc.
855 Broadway, Boulder, CO 80302
Telephone: (303) 492-8434

ERIC Clearinghouse on Teacher Education (SP)
American Association of Colleges for Teacher Education
1 Dupont Circle, Washington, DC 20036
Telephone: (202) 293-7280.

ERIC Clearinghouse on Tests, Measurement, and Evaluation (TM)
Educational Testing Service
Rosedale Road, Princeton, NJ 08540
Telephone: (609) 921-9000 (Ext. 2182)

ERIC Clearinghouse on Urban Education (UD)
Teachers College, Box 40
Columbia University, 525 W. 120th St.,
New York, NY 10027
Telephone: (212) 678-3782

EVALUATION CRITERION

197.11 (h)

REVIEWERS WILL READ YOUR PROPOSALS WITH THESE QUESTIONS IN MIND...

Does the teacher center have the potential to impact upon and improve the grantee's overall program of inservice training for teachers? (15 points)

Is there evidence that the teacher center activity will influence in any way the inservice programs already in existence? *

Is there a statement explaining how the teacher center program will be coordinated with existing inservice program?

Points Assigned

Comment:

---

* These questions were taken from USOE comment sheets used for evaluation of teacher center proposals, (1978)

EVALUATION CRITERION 197.11(h) (continued)

Other Suggested Indicators*:

Points Assigned

Analysis of present inservice programs to establish present status.

Provide information about problems that can be identified in present program of inservice training.

Plan participation of those responsible for other inservice programs on the policy board (e.g. IHE Representativeness, R^2R Coordinator.)

Develop objectives, and activites that supplement other inservice programs (e.g., IST activity may follow-up on an early activity from another program.)

Analyze needs and respond to those that are not being addressed in other programs. (Do not complete for the same audience, cooperate to provide a better service; e.g., provide IST to supplement development of a new curriculum.)

Coordinate the operation and procedures of the center with other IST programs (e.g., Identification of resources, delivery of services.)

Comment:

---

*Considerations recommended by Teacher Center State Coordinators National Teacher Center Resource Center, New Orleans, October, 1978

DISTRICT INSERVICE

Provide a descriptive summary of the present inservice program and related activities. If there are a number of different programs, clearly identify the goals of each and point out the relationship of the teacher center activities to the activities already being implemented. Describe the way in which this program will interface with and enrich the existing programs and not "supplant" them. Up to 15 points can be awarded for this important section of the proposal; therefore, it is essential that a well-documented review of existing programs and projected benefits be included. If current inservice activities do not provide for teacher input, the emphasis in this section should be placed on the fact that as a result of the Teacher Center program, inservice programs for teachers will now be based upon teacher needs as perceived by teachers themselves. If the present program is designed to meet local needs and is a part of a local or state plan, make this clear in your narrative.

If there is no existing inservice program, state this in precise terms. Look carefully at what is being done. There may be inservice activities that are not centrally supported. Again, don't overemphasize a strong, relevant program...or no program at all. Reviewers evaluating your proposal search the narrative carefully for evidence of district support for the project activities. Services to teacher center participants, materials, activities supported by curriculum departments in the district and other related plans enhance the project. In-kind contributions support the teacher center and indicate built-in success factors.

EVALUATION CRITERION

197.11 (c.2)

REVIEWERS WILL READ YOUR PROPOSALS WITH THESE QUESTIONS IN MIND...

Does the Proposal provide a plan of operation for: reporting on the effectiveness of the project; dissemination of its results; and, determining the extent to which the objectives are accomplished? (10 points)

Points Assigned

Will be able to know from their reports after the project's termination whether or not and to what extent they will disseminate, to whom and how and when? *

Comment:

---

* These questions were taken from USOE comment sheets used for evaluation of teacher center proposals, (1978)

Other Suggested Indicators*:

Points Assigned

Clearly describe the scope and sequence of activites from "Day 1" of the project.

Objectives should be:

- consistent in format;
- concise and complete--population, expected outcome, measure(s), time;
- attainable in terms of face validity;
- supported by sub-objectives on other information, if needed to further explain intent of objectives;
- clear relationship shown between goals, objectives, needs and activities.

Comment:

---

*Considerations recommended by Teacher Center State Coordinators National Teacher Center Resource Center, New Orleans, October, 1978

EVALUATION PLAN

The evaluation plan describes the strategies, schedule and materials that will be used to determine the degree to which the project's objectives were achieved. In each case, it is essential to include a data-gathering plan and the method(s) by which analyses will be made. An evaluation objective should be written for each program objective. The time period and the instruments to be used should be identified. Technical Assistance can always be obtained from the LEA for this section of the proposal. The teacher center representative in the SEA will also be a valuable resource in developing an evaluation design.

It is recommended that an evaluation specialist be written into the program, at least part time, to insure credibility in the evaluation process.

PROJECT OUTCOMES

A careful study of the literature will reveal expected outcomes for the new teachers' centers. Allen Schmieder, Chief of the U.S. Office of Education Teacher Centers Program and Charles Lovett, Administrative Assistant, made recommendations to new teacher center developers:

1. effectiveness as perceived by teachers
2. effectiveness as perceived by administrators
3. degree to which teachers' individual needs are met
4. degree to which the high priority training needs of school systems are met
5. relationship of training programs to substance of curriculum in classroom of participants
6. impact on student achievement
7. impact on teaching skills
8. proximity to schools and communities of participants
9. proportion of training during "regular" school hours
10. degree of teacher input into program development and implementation
11. extent of teacher-developed curricula used in training programs
12. extent to which programs are more comprehensive and systematic than traditional inservice programs
13. amount of teacher interaction and sharing of classroom successes
14. increase in utilization of new learning concepts, approaches, and research findings
15. degree to which teachers are better prepared in high priority staff development needs areas; e.g., mainstreaming, basic skills, reading, energy education
16. impact in terms of the above on other forms of inservice education

"The New Teacher Center Program"
Commissioner's Report on the Education Professions 1975-76 Teacher Centers. p. 139-40.

DISSEMINATION

Since your project will be a success, others will be interested in every aspect of your project. They will be eager to read the proposal, to be placed on your mailing list and if at all possible to visit the center to gather first-hand information.

The dissemination plan can include a sequential unfolding of program information with designated benchmarks for initiating new information exchanges. Consideration should be given to information sharing at the local, state, and national levels. Since the SEA has been allocated funds for dissemination purposes, the SEA Teacher Center Representative can be contacted for recommendations regarding the state plan and the way in which the local project fits into the state plan.

A GOOD PROPOSAL "SAYS IT ALL"

EXHIBIT 21

DISTRICT TEACHER CENTER NETWORK

G. Individual school building representatives

1. Will act as liaison between the Teachers' Center and the individual schools.
2. Will attend a preservice training session after the start of school in September, relative to the purposes and procedural operation of the Teachers' Center and the responsibilities of the individual school building representatives.
3. Will update teachers, at staff meetings called by principals, regarding Teacher Center activities including media, new materials, evaluation of materials, and specific programs.
4. Will promote the Teachers' Center concept stressing teacher participation, involvement, utilization, and input.
5. Will provide input to the Teachers' Center staff regarding all aspects of the program.
6. Will distribute, collect, and return completed evaluation tools to the Teachers' Center.

H. Administration

1. Upon funding, central office administrators and public and non-public school principals will attend an orientation meeting regarding the purposes and procedures of the Teachers' Center.
2. Administrators and principals will receive standard Teachers' Center communications and will be utilized as resource persons when appropriate.

Other funded centers designed plans that include many of the following plans.

LOCAL DISSEMINATION

- publish a monthly teacher center newsletter to be circulated among teachers of the district(s)
- publish a schedule of teacher center events in the district-wide calendar, Federation paper, local newspaper (Bulletin of workshops, courses, etc.)
- prepare news releases, plan consortium press conferences for the teacher center (list newspapers by name)
- presentations on teachers centers to school board at public meetings
- instructional materials and professional library catalog to be developed and disseminated to schools in all districts
- plan Inservice Education community forums, round-table discussions, and field trips
- weekly communication to all schools via the public school closed circuit television
- produce a slide-tape presentation describing the teacher center to be used:
    - to introduce the teacher center to new teachers
    - to orient visitors to the teacher center
    - to disseminate information at local meetings and conferences
    - to inform pre-service teacher educators at the participating IHE's
    - to use in appropriate graduate courses at participating IHE's
- publish a directory of teacher-made materials and other inservice resources (according to subject area and skill)
- publish a Teacher Center Handbook

Projects are strengthened when there is an identifiable link to other programs .

STATE AND NATIONAL DISSEMINATION

- o share newsletters with other funded centers
- o video tapes, demonstration films prepared with assistance of IHE School of Communication will be developed
- o slide-tape presentations on educational topics will become part of a national clearinghouse for teacher center materials
- o press releases and articles to:
    - SEA monthly newsletter (list by name)
    - AFT American Teacher
    - AFT Teacher Center Resource Exchange Clearinghouse: T.C. Conferences
    - AFT American Educator
- o participate in state/regional symposium of teacher center personnel.

Activities cited above are relevant for a single district or a consortium

For consortiums, further exchange is encouraged:

- policy board will host staff members from other centers to exchange ideas on center operation
- teacher-made materials will be exchanged with other center sites in the project

- o required reports to the U.S. Office of Education will be published
- o descriptive brochures will be made available upon request from other school districts

There is no end to the ever-widening sphere of influence that a local teacher center can have in the educational world. Although we are aware of the international implications, we reserve this section to a subsequent study.

INFORMATION SOURCES FOR DISSEMINATION:

1978 Dissemination Networks
(Information Resources for Education) $4.50

EDUCATIONAL RESOURCE CENTER
855 BROADWAY, BOULDER, CO 80302

Data Bases and Clearinghouses
Information Resources for Education

The National Center for Research in Vocational Education
Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

PROJECT SIZE, SCOPE AND DURATION

EVALUATION CRITERION

197.11 (d)

REVIEWERS WILL READ YOUR PROPOSALS WITH THESE QUESTIONS IN MIND....

Is the project of appropriate size, scope, and duration in order to insure productive results? (5 points)

Does it seem reasonable that what is proposed can be achieved within the proposed time lines? *

Points Assigned

Comment:

---

* These questions were taken from USOE comment sheets used for evaluation of teacher center proposals. (1978)

EVALUATION CRITERION 197.11(d) (continued)

Other Suggested Indicators*:

	Points Assigned
Clear description of population should include: area served (e.g., school district, multiple districts, etc.); eligible participants (e.g., regular public school, classroom teachers, non-public school teachers, etc.) Face validity should be established for project objectives and activities with regard to timelines. Documentation of the commitment of all constituencies to the project. Develop plan of action including size, scope, and duration of project. Clearly define a plan for evaluation to insure that objectives are being met. Clearly describe the format and type of contents of reports.	

Comment:

*Considerations recommended by Teacher Center State Coordinators National Teacher Center Resource Center, New Orleans, October, 1978

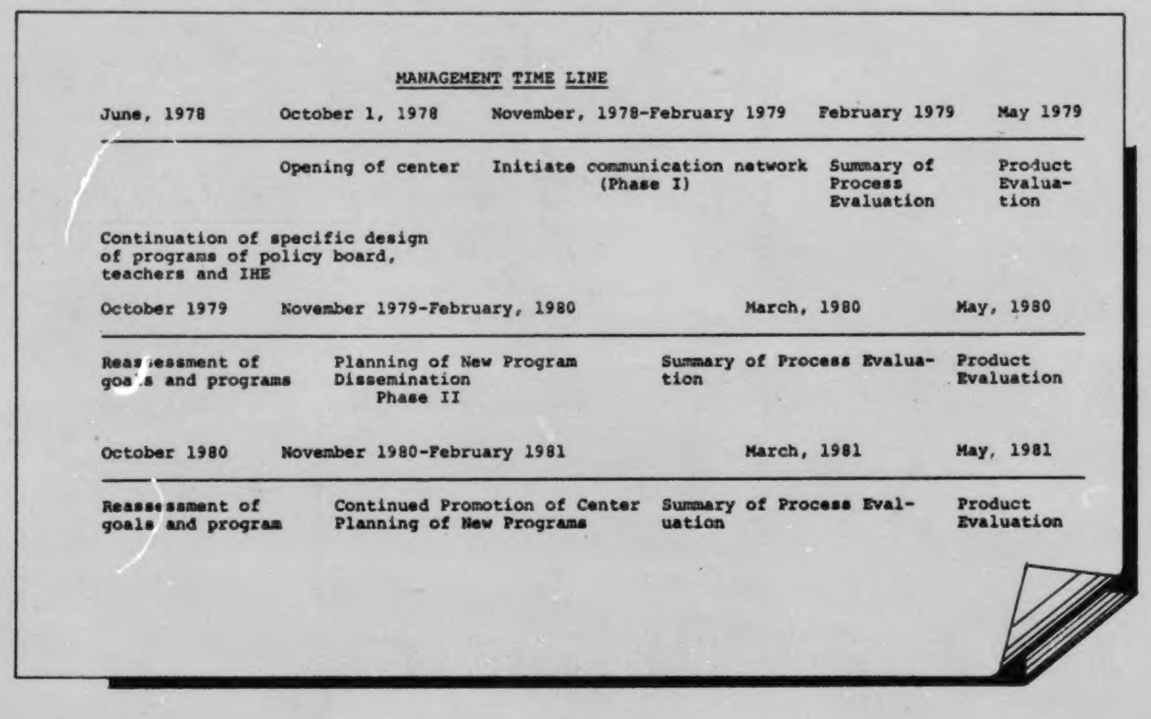
TEACHER CENTER PROGRAM PLAN

OBJECTIVES	ACTIVITIES	EVALUATION
Tentative Objectives for the Second and Third Years - 1979/81		
3. Additional resources to meet the immediate perceived needs of teachers will be identified.	1. Teacher Center staff shall establish procedures for the identification of instructional materials and methods to meet the immediate needs of teachers (commercially developed materials or material packets developed by teachers using the Center) 2. Teacher Center staff shall catalog instructional materials and methods for inservice programs and for meeting individual needs of teachers and their students 3. Teacher Center staff shall develop a written catalog of instructional materials and methods and shall disseminate the catalog to all teachers to be serviced by the Teacher Center 4. Teacher Center staff shall identify master teachers who will demonstrate the instructional materials and methods in the catalog upon request of at least ten teachers in the subject area or grade level 5. Upon request of a teacher, the Teacher Center staff shall research and suggest materials from the Center catalog to focus on the specialized needs of a student within a teacher's classroom	Assessment of the degree to which the objective was met will be evidenced by: 1. Project Records 2. Teacher Center Activity Log 3. Printed Copies of the Instructional Materials and Methods Catalog

PROJECT TIME LINE

THE TIME LINE IS VITAL FOR THE OVERALL PROJECT PLAN

EXHIBIT 22



MANAGEMENT TIME LINE

June, 1978	October 1, 1978	November, 1978-February 1979	February 1979	May 1979
	Opening of center	Initiate communication network (Phase I)	Summary of Process Evaluation	Product Evaluation
Continuation of specific design of programs of policy board, teachers and IHE				

October 1979	November 1979-February, 1980	March, 1980	May, 1980
Reassessment of goals and programs	Planning of New Program Dissemination Phase II	Summary of Process Evaluation	Product Evaluation

October 1980	November 1980-February 1981	March, 1981	May, 1981
Reassessment of goals and program	Continued Promotion of Center Planning of New Programs	Summary of Process Evaluation	Product Evaluation

PROJECT FACILITIES AND RESOURCES

EVALUATION CRITERION

197.11(f)

REVIEWERS WILL READ YOUR PROPOSALS WITH THESE QUESTIONS IN MIND

Are the facilities and resources described in the proposal adequate for the project? (5 points)

Points Assigned

Do they describe clearly the "sites", i.e., the place or places where the center's activities will occur ? *

Do they describe clearly how they will identify and secure the resources which are necessary to meet the identified needs?

Do they make sense in relationship to the proposed objectives?

Comment:

---

* These questions were taken from USOE comment sheets used for evaluation of teacher center proposals, (1978)

EVALUATION CRITERION 197.11(f) (continued)

Other Suggested Indicators*:

Points Assigned

Location for delivery of services should be clearly specified.

Facilities should match activities.

Procedures for obtaining resources are specified (e.g., identify potential resource and cost information.)

Comment:

*Considerations recommended by Teacher Center State Coordinators National Teacher Center Resource Center, New Orleans, October, 1978

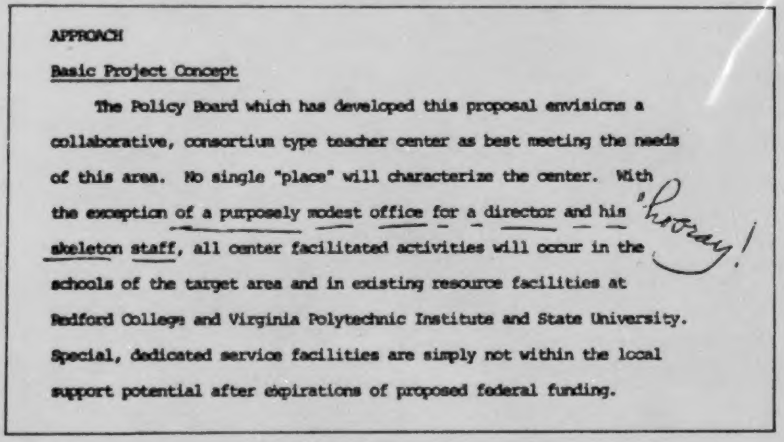
TEACHER CENTER FACILITIES AND RESOURCES

A teacher center site should be identified by the policy board and the district before the proposal is submitted. The center should be easily accessible to all teachers served, have ample parking and adequate space. Ideally, areas in the building could be designated for different functions. It will not always be possible to have a large enough building but wherever possible ideas like the following should be incorporated: professional library, media room, work rooms, graphic production room, dark room storage as well as staff and meeting areas.

One urban project developed the PURPOSE AREA. This is a room where children may be left to read, play or watch television while teachers are engaged in activities at the Center.

Proposed sites for the new teacher centers were most often school buildings. In some cases the proposed teacher center had several rooms. A number of rural teacher centers identified centers "on wheels." It is interesting to note that in several cases, the teacher center would not have a "place." One "reader" of the proposal commented on such a teacher center:

EXHIBIT 23 CENTER SITE



APPROACH

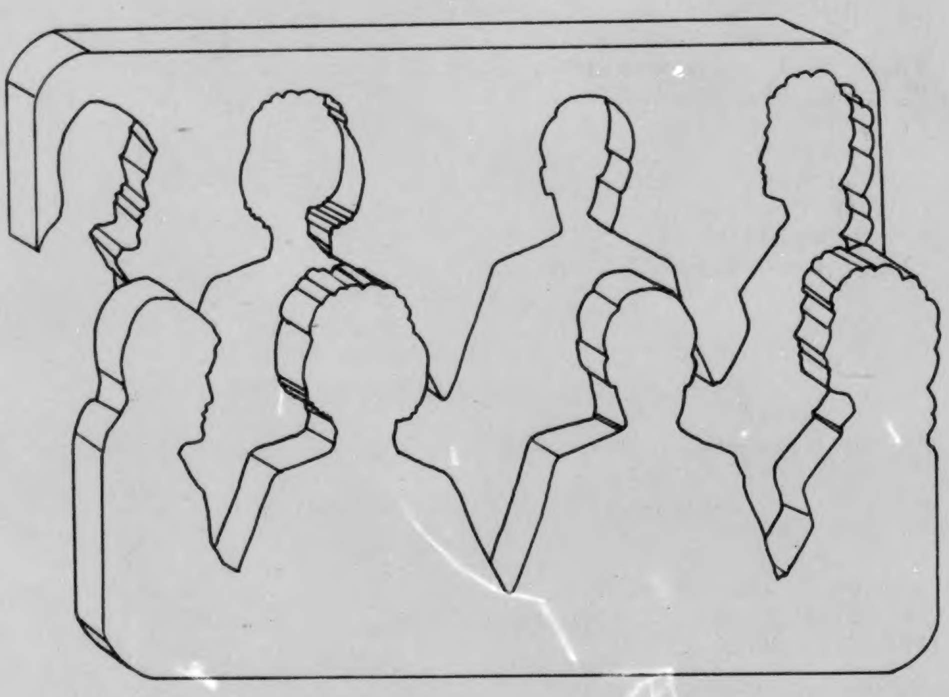
Basic Project Concept

The Policy Board which has developed this proposal envisions a collaborative, consortium type teacher center as best meeting the needs of this area. No single "place" will characterize the center. With the exception of a purposely modest office for a director and his skeleton staff, all center facilitated activities will occur in the schools of the target area and in existing resource facilities at Radford College and Virginia Polytechnic Institute and State University. Special, dedicated service facilities are simply not within the local support potential after expirations of proposed federal funding.

"Hooray!

A description of all resources needed by the project should be included in the proposal. It is particularly important to identify those resources which will be provided to the project - at no cost to the project. Wherever possible, budget items should not be included for those resources which are usually available, such as some equipment, furniture, space, some instructional supplies, etc.

STAFFING THE TEACHERS' CENTER AND PAYING THE BILLS



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PROJECT STAFF

Staff positions emerge and role responsibilities can be clarified while the program evolves. The "who" of the management plan identifies the duties and responsibilities of the staff. A detailed management plan will include the qualifications necessary for each position as well as a job description for each.

Positions will vary depending on the size of the project and the number of the teachers to be served. The manager of the project could be a director or coordinator responsible for the effective implementation of the project.

Union contracts must be taken into account; resumes for teacher center personnel are not necessary. Equal employment practices require job announcements and consideration of all qualified applicants.

PERSONNEL QUALIFICATIONS

EVALUATION CRITERION

197.11(e)

REVIEWERS WILL READ YOUR PROPOSALS WITH THESE QUESTIONS IN MIND....

> Are the qualifications and experience of personnel designated to carry out the project adequate? (5 points)

If staff members are not identified is the job description and method of selection adequate?*

Points Assigned

Comment:

---

* These questions were taken from USOE comment sheets used for evaluation of teacher center proposals, (1978)

EVALUATION CRITERION 197.11(e) (continued)

Other Suggested Indicators*:

Points Assigned

Note ways in which teacher center staff will insure direct linkage with classroom teachers and those providing inservice training or other assistance.

Provide organizational chart.

Provide specific duties/responsibilities and qualifications for each position. Personnel should show direct experiences related to duties in scope as well as contact.

Provide corporate or agency resumes for any contractors that will provide services to the project.

Comment:

---

*Considerations recommended by Teacher Center State Coordinators National Teacher Center Resource Center, New Orleans, October, 1978

THE FOLLOWING ARE SAMPLES OF PERSONNEL QUALIFICATIONS AND JOB DESCRIPTIONS TAKEN FROM FUNDED TEACHER CENTER PROPOSALS. THEY ONLY PROVIDE SUGGESTIONS FOR FUTURE PROJECTS.

Director Qualifications

- Possesses a valid teaching certificate.
- Is a tenured, classroom teacher.
- Is capable of assuming administrative responsibility (an administrative certificate is not required).
- Possesses a broad-based curriculum background.
- Has demonstrated involvement in educational problems and processes.
- Has knowledge of evaluative techniques including statistics and collection of data.
- Is skilled in inter-personal communications.
- Has practical experience with the represented multicultural community.
- Has a demonstrated background in child-centered programs.

Job Description - Teacher Center Director

- Implements programs of the Center as directed by the Policy Board.
- Is responsible for staff selection.
- Coordinates program with Center staff.
- Manages the human and materials resources.
- Is responsible for the supervision of the budget.
- Is responsible for the total evaluation of staff performance, program implementation, and fiscal efficiency.
- Is responsible for adhering to the federal guidelines governing teacher centers.
- Reports periodically to all responsible agencies.
- Provides for public relations with schools and community.
- Provides a monthly newsletter of center activities.
- Provides for communication with the Local Education Agency.
- Attends all scheduled meetings of the Policy Board unless otherwise specified.

Title of Position: Project Director

Qualifications/Experience

- Teacher Certification and current employment as a classroom teacher in the service area of the project.
- Minimum of ___ years experience as a classroom teacher.
- Demonstrated organizational abilities and skills necessary for implementing and sustaining a project of this scope.
- Active participation in AFT and other professional organizations.
- Demonstrated knowledge about the concept and implementation of Teacher Centers.
- Ability to communicate well - orally and in writing.

Duties and Responsibilities: The Teacher Center Director will report and be directly responsible to the Teacher Center Policy Board, and will work cooperatively with participating agencies constituting the membership of the Teacher Center Policy Board.
Other Responsibilities and duties include:

- Initiate and follow through on all planned Center activities and workshops.
- Devise methods of eliciting and analyzing evaluative feedback on Center-sponsored activities, and institute modifications in the project plan as deemed necessary through this evaluation process.
- Maintain a system of communication with service agencies in the Cincinnati area and public and non-public school administrators, to improve communication with teachers about services available on them.
- Oversee Teacher Center staff and coordinate teacher volunteers for special staffing needs.
- Devise and conduct a needs and strengths assessment among teachers, for the purpose of program development and finding teacher consultants.
- Work cooperatively with the Teacher Building Committee chairperson in each school to arrange meetings with teachers to introduce them to Teacher Center concepts and opportunities.
- Disseminate information regarding Teacher Center operation through local press, T.V. and radio releases and interviews.
- Prepare all financial and program report forms and maintain all budget records for the Teacher Center.
- Consult with and visit other Teaher CEnters to develop ideas for improvement and further expansion.

Title of Position: Assistant Director

Qualifications

- Masters degree plus 30 hours
- Successful teaching experience

- Experience in planning, organizing, and implementing inservice programs
- Experience in formulating innovative educational experiences
- Commitment to Urban Education
- Experience with test construction and evaluation measures
- Experience in working with individuals and groups with diverse backgrounds
- Understanding of and experience with experimental curricular projects and innovative methodologies

Duties and Responsibilities

- Serve under the direction of and report to the Center Director
- Assist in the implementation of the program design
- Assist in establishing Center policies relevant to the design
- Monitor attainment of program objectives
- Determine budgetary allotments according to established Center policies
- Assume leadership of Center Advisory Committee and serve as liaison with other advisory committees
- Facilitate tactical support for and coordination of Reading Resources Laboratory and Mathematics Education Resources Center
- Receive and process required reports from Center staff members
- Coordinate services of all components to avoid duplication of efforts and facilitate operations
- Communicate the Center's purposes as needed and/or required
- Accept accountability for Center operation
- Accept accountability for establishing a unique policy of Center effort, in order that it may be distinguished from existing inservice programs

Title of Position: Assistant Director

Qualifications

- Teacher Certification and current employment as a classroom teacher in the service area of the project.
- Minimum of 3 years experience as a classroom teacher.
- Active participation in teacher-oriented professional organization.
- Demonstrated competency in written communication skills and some experience in writing for and/or publishing a newsletter or other formal communication device.
- Demonstrated competency in organizing and carrying through projects.

Job Description: The Teacher Center Assistant Director will be fully funded by the project. He/she will report to and assist the director in all phases of the Teacher Center operation, but will be primarily responsible for establishing and maintaining a system of communication with teachers in the project area and for organizing teacher involvement in the planning and implementing of project activi-ies.

Responsibilities and Duties:

- Publish a bi-weekly newletter regarding Teacher Center policies, activities and services and take charge of disseminating it to all project area teachers and local colleges of education.
- Establish a system of information dissemination for teachers in conjunction with Cincinnati area colleges and universities.
- Establish and coordinate a network system of teacher-initiated and planned workshops and activities.
- Organize and coordinate other teacher communication approaches, e.g. bulletin boards, radio/T.V. programs, etc.
- Compile a file of local resources for field trips and speakers.

A teacher center program must relate to the needs of the classroom teacher. Teachers must have "the assistance of such consultants and experts as may be necessary to develop and produce curricula, utilize research findings, and provide training to improve the skills of teachers to enable the teachers to meet better the educational needs of their students." (Appendix B-5) Experts are given a variety of different titles.

Qualifications of Teaching Staff

- Holder of valid teaching certificate with overlapping skills in the following areas: elementary, secondary, special education, vocational and/or counseling.
- ____________ tenured classroom teacher.
- Broad-based curriculum background.
- Demonstrated involvement in educational problems and processes. Able to assume some administrative responsibilities in Center operation.
- Knowledge of evaluative techniques including designing thereof.
- Highly skilled in interpersonal communications.
- Demonstrated experience with the represented multi-cultural community.
- Demonstrated background in child-centered programs.
- Warm, receptive, supportive, listener, and communicator.

Job Description

- Will design and conduct workshops.
- Will supervise and/or design materials.
- Will provide on-site assistance.
- Will requisition and scrounge materials.
- Will be skilled in interpersonal communications.
- Will schedule work and workshops.
- Is a source bank of ideas and techniques.

Title of Position: Teaching Specialist

Qualifications/Experience

- _____________ Board of Education licensed teacher with at least 5 years of recent teaching experience, whose teaching styles have proven successful.
- Classroom experience within several school organizations.
- Exemplary knowledge about content, materials and methods in all curriculum areas.
- Strong background in learning theory, child development curriculum and learning strategies and educational research.
- Knowledgeable about teacher centers, inservice education and teacher training.
- Willingness to undergo additional training.
- Demonstrated ability to collaborate with staff/adults/administration.
- Recommendation of policy board.

Job Description

- Guide participating teachers through inservice professional development activities using such techniques as classroom demonstrations, peer discussions, simulations, materials, development activities both during and after school.
- Cooperating with program developers on design of instruments for monitoring and assessing the progress of the program.
- Act as a facilitator by organizing a schedule of services which best serve the learning needs of teachers using the site.
- Cooperate with the project staff in identifying, disseminating and sharing exemplary practices and materials generated by the individual site.

Title of Position: Demonstration Teachers

Qualifications

- Must have served as local school curriculum committee chairperson or similar leadership roles.

Job Description

- Assume responsibility as instructors, demonstrators, lecturers and curriculum specialist.

Title of Position: Elementary/Junior High/High School Level Specialist

Qualifications/Experience

- ______________ teaching license appropriate to level.
- Demonstrable skill in relating to adult learners in an educational setting.
- Minimum of 5 years teaching experience in a variety of school organizations.
- Strong background in teacher training, curriculum development, learning strategies and educational research.
- Willingness to undergo additional training in program development and research.
- Recommendation of the Policy Board.

Job Description

- Coordination with program developers in implementation of project at various sites.
- Participate in design of needs assessment and evaluation instruments for workshops and clearinghouse components as they address each level.
- Develop and implement procedures for orienting teachers to use resources and services available at the site.
- Arrange and conduct workshops in cooperation with field coordinators for staff and/or participating teachers.
- Assist teachers in implementing new methods, strategies, and materials, in cooperation with clearinghouse coordinator and field coordinators.

Title: Special Project Schools Inservice Specialist

Qualifications

- Masters degree plus 30 hours
- Evidence of successful public school or college of education teaching experience
- Evidence of successful experience in designing and directing inservice training activities
- Familiarity with current research and trends in inservice education and staff and curriculum development

Duties and Responsibilities

- Direct, plan, develop and administer programs of professional growth and development with administrators, faculty members and paraprofessionals
- The Specialist assumes leadership with staff in:
  - --conducting needs assessments and task analysis
  - --planning projects to respond to identified needs
  - --monitoring and evaluating professional growth and development events
  - --coordinating professional growth efforts of local school
  - --designing programs, writing proposals, allocating materials and resources to support professional growth
  - --serving as liaison between school site, Center and other appropriate institutions/offices
  - --serving as liaison between site and Interdisciplinary Teacher Education Program
  - --determining needs for funds, supplies and resources at Special Project Sites
  - --gathering data for research purposes
  - --acting as change agent
  - --motivating staff to search for new solutions to educational problems
  - --keeping abreast of new ideas and sharing with staff
  - --facilitating building of self-renewal in staff

- The Inservice Specialist attends conferences, seminars and workshops AS THEY RELATE TO PROFESSIONAL GROWTH AND DEVELOPMENT
- Writes and publishes articles for educational journals, with Center administrative approval, as they relate to Center development, pupil progress, and the professional growth of administrators, teachers and paraprofessionals.

Title: Center Inservice Specialist

Qualifications

- Earned Masters Degree plus 30 hours
- Evidence of successful teaching experience
- Evidence of successful experiences in planning, organizing and implementing inservice programs based upon goals and objectives
- Evidence of successful experience in working with individuals and groups with diverse backgrounds
- Evidence of successful experience as a consultant to colleagues
- Evidence of experience in developing innovative and effective alternative program designs
- Evidence of commitment to continuous inservice training
- Evidence of ability to coordinate resources with program needs

Duties and Responsibilities

- Manage the delivery system enabling educators to request their own inservice experiences
- Identify consultants and maintain a resource bank for field services
- Collaborate with requesters to design and implement inservice experiences based upon needs and statements of goals and objectives
- Coordinate and supervise inservice programs as requested for field-based sites
- Monitor and evaluate field consultant services
- Serve as consultant in areas of expertise
- Specify and obtain human and material resources that are relevant to the inservice needs of requesters
- Cooperate with all Center components to provide effective inservice programs - particularly, matching consultants/material resources
- to inservice needs
- Assist requesters with diagnosing and identifying their inservice needs
- Facilitate collaboration with professional colleagues in the University, the State Department of Education, other universities/colleges, Teacher Centers and AFT
- Demonstrate the commitment to improve student learning through professional growth and development
- Manage budgetary needs according to Center policies

Title of Position: Field Coordinator

Qualifications/Experience

- __________ teaching license; minimum of 5 years teaching experience in a variety of school organizations.
- Demonstrated ability or previous experience in coordination/administration of programs.
- Demonstrated familiarity with _____________ schools.
- Demonstrated knowledge of curricular materials, teacher centers, inservice education and teacher training.
- Experience in relating to adult learners.
- Willingness to undergo additional training.
- Recommendation of the policy board.

Job Description

- Assist in planning and implementing ongoing inservice staff development activities during and after school.
- Set up and maintain teacher center resource rooms at the various sites with the assistance of other appropriate staff.
- Foster an atmosphere of cooperation and communication among school personnel at the local participating sites.
- Facilitate the preparation and accessibility of materials developed by and for teachers served by this project in cooperation with clearinghouse personnel.
- Work with teachers on an individual basis and consult with groups of teachers regarding their inservice requirements for meeting the specific learning needs of children.
- To assume responsibility for administrative and fiscal matters related to the project.
- Maintain appropriate records of activities at the various sites.
- Assist in the performance of the Director's duties.

Plans for the housing and distribution of resources for inservice programs and instructional planning often include a skilled librarian or subject area specialist. The size of the district and the number of available resources will determine the scope of the position.

Title of Position: Clearinghouse Coordinator

Qualifications/Experience

- ____________ Board of Education licensed teacher, librarian or person with similar background in library/media skills.
- Knowledgeable about information retrieval systems, referencing, cataloging.
- Familiar with a wide range of curricular materials in all areas, teacher centers and professional literature dealing with in-service training, teaching strategies and research.
- Demonstrated knowledge about existing city, cultural and educational resources.
- Recommendation of policy board.

Job Description

- Identify, select and catalog materials, information and resources appropriate to the project.
- Disseminate information, resources and materials appropriate to the various site acvities.
- Assist the director in control and ordering of materials for the entire project.
- Keep abreast of recent research, new materials and curriculum development throughout the United States.
- Incorporate products of this project into the clearinghouse and disseminate them to other sites.
- Develop a telephone information service for teachers and project staff.

Title of Position: Mathematics Specialist

Qualifications

- Minimum 30 hours beyond the masters degree
- Strong background in mathematics education
- Experience in inservice education of teachers of mathematics
- Teaching excellence
- Knowledge of and ability to use staff development techniques

Duties and Responsibilities

- Manage the mathematics education center at the ______________
- Assume leadership of the mathematics education advisory committee which consists of teachers, supervisors, and university faculty
- Plan and administer inservice workshops and consultant services, on a group or individual basis, related to the teaching and learning of mathematics
- Conduct inservice training programs for _____ ______ public school personnel in the area of mathematics
- Document results of inservice programs and write reports about those programs
- Prepare the budget and orders for materials, equipment, and supplies for the mathematics education center

Title of Position: Reading Specialist

Qualifications

- Minimum Masters degree plus 30 hours
- Expertise in the area of reading and the related language arts
- Prior experience in inservice, preservice teacher training
- Prior teaching experience
- Prior teaching experience in an urban community
- Knowledgeable in research techniques

Duties and Responsibilities

- Manage the reading resources center
- Plan and administer inservice training of public school personnel in the area of reading and the related language arts
- Plan and conduct inservice workshops; provide consultant services for individual teachers in relation to a student or students for the expressed purpose of improving instruction
- Identify outside resources
- Serve in a leadership role in relation to the ad hoc reading advisory committee and in relation to collaboration with universities
- Provide services to the center staff when needs are presented in the area of reading and the related language arts.
- Conduct research and disseminate the findings of the research
- Assume budget responsibilities for the reading center
- Publish in relation to learning modules, and research findings
- Report directly to the assistant director
- Write reports requested by the director and submit to the assistant director

Since evaluation and research are important components of the teacher center, the policy boards may choose to design a position for an evaluator, or program developer.

Title of Position: Program Developer

Qualifications/Experience

- Advanced degree in educational measurement and evaluation and statistics.
- Experience in research on teaching.
- Ability to design data collecting instruments relevant to teaching and teacher center activities and to apply information to inservice activities.
- Knowledge of computer programming.
- Experience in teaching research
- Experience in relating research results to teachers.
- Knowledgeable about _____________ schools.
- Recommendation of the policy board.

Job Description

- Assist in design and training of specialists for the individualized professional development program at all levels.
- Assist in design of on-site training strategies for program.
- Conduct sessions with participating teachers on the use of pupil and teacher data in the identification of professional development needs.
- Train paraprofessionals to collect data, and research assistants to interpret data.
- Design system of data collection, processing, analysis and reporting for program development and evaluation purposes.
- Develop models of effective teaching and models of effective in-service training in cooperation with other project staff.
- Design data collection instruments for program for teacher specialists in cooperation with project staff.
- Participate in the design and implementation of needs assessment techniques including the construction of instruments.
- Participate in design and preparation of evaluation reports.

Title of Position: Researcher

Qualifications

- Bachelors and Masters with special skills related to the conduct of research.

Job Description

- Assume primary responsibility for design, collection and analysis of evaluation of the teachers' center program. To work in cooperation with independent evaluators and the division of research and evaluation to make research findings available to all center staff and participants, and to public school personnel.

Title of Position: Evaluation Specialist

Qualifications

- Masters Degree in research and evaluation
- Evidence of successful experience in designing evaluation plans, instruments, and procedures for public school and/or college level educational projects
- Evidence of successful experience in developing needs assessment instruments
- Evidence of successful experience with observation, interview, and feedback techniques

Duties and Responsibilities

- Design evaluation plans for assessing the effectiveness of _______________ and each of its components: field consultant services, reading and mathematics centers, and special project schools
- Design needs assessment instruments for determining inservice training needs of public school staffs
- Analyze data generated from the above, prepare progress and final reports based on the evaluation plan, and make recommendations for future directions
- Write and publish articles for educational journals, with center administrative approval, as they relate to center development and evaluation
- Monitor, by on-site visits, school projects and programs sponsored by the center
- Assume leadership of the evaluation advisory committee
- Facilitate collaboration with professional colleagues in the universities/colleges, professional organization

All personnel involved in the project activities should be skilled in interpersonal relations as well as in their special area.

8.3 Educational Aide Qualifications

- Holder of aide certificate.
- Knowledge of audio-visual materials and all types of production machinery.
- Maintain the professional library.
- Be proficient in typing.
- Have creative skills in developing a product.

8.31 Job Description of Educational Aide

- Assists clients at work in the materials production area; locates materials, supervises and instructs in operation of laminating machine, projectors, recorders, VTR equipment.
- Maintains materials and supply inventories.
- Reorders when necessary.
- Acts in secretarial capacity during extended day.
- Catalogs all materials, books, and equipment.
- Organizes and maintains a system of check-out and return on materials, books and loan equipment.
- Assists staff as needed for seminars, workshop activities, and demonstrations.
- Maintains the coffeepot for all visitors.

The project dissemination plan, as well as the day-to-day organization, depends on an efficient clerical staff. Careful attention must be given to qualifications of staff members.

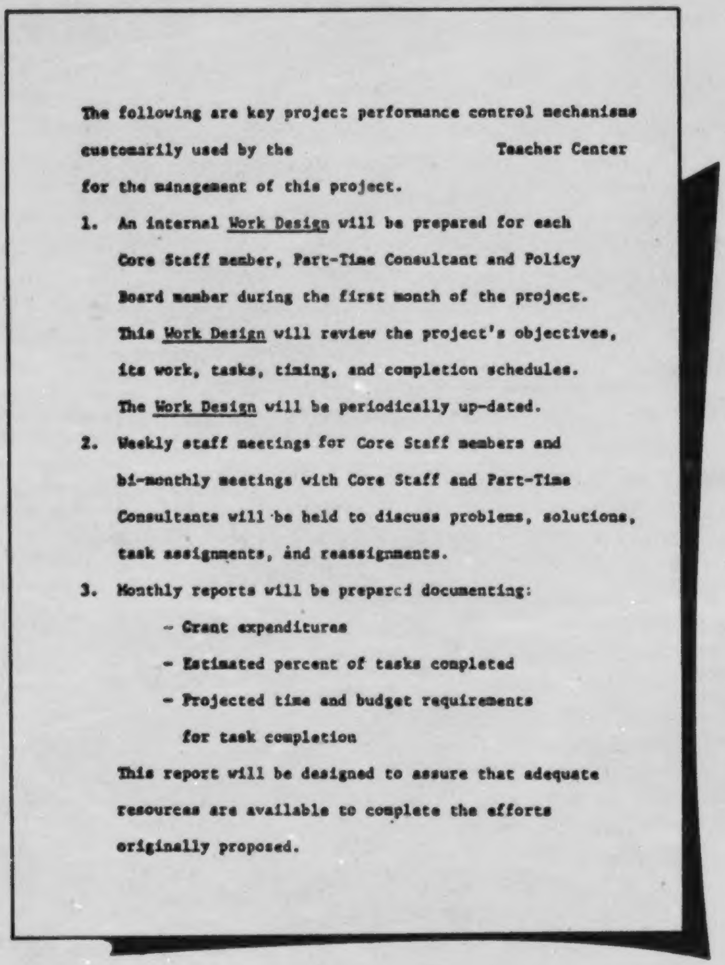
Secretarial Qualifications

- High school education and one year of business college or vocational education of comparable experience and training.
- One to three years of applicable work experience, preferably within the ____________________ public schools system.
- Satisfactory completion of required tests.
- Knowledge of general principles of accounting, bookkeeping.
- Ability to compose routine communications.
- Ability to work courteously and tactfully with people.
- Superior skill in operation of necessary office machines, typing at 65 wpm, dictation at 80 wpm when applicable to the needs of the staff.

Job Description of Secretary

- This employee performs a variety of complicated, routine secretarial, clerical, and/or accounting functions.
- The employee must apply appropriate procedures to the various duties.
- The employee is responsible for accurate performance.
- Responsibility may extend to contact with persons within and outside the school system to discuss routine business matters.
- Skill in the operation of the typewriter, dictaphone, adding machine, calculator and/or other office machinery is required when applicable to the needs of the using school or department.
- Perform other related tasks as directed by the supervisor.

EXHIBIT 24 B. PROJECT PERFORMANCE CONTROLS



The following are key project performance control mechanisms customarily used by the Teacher Center for the management of this project.

1. An internal Work Design will be prepared for each Core Staff member, Part-Time Consultant and Policy Board member during the first month of the project. This Work Design will review the project's objectives, its work, tasks, timing, and completion schedules. The Work Design will be periodically up-dated.
2. Weekly staff meetings for Core Staff members and bi-monthly meetings with Core Staff and Part-Time Consultants will be held to discuss problems, solutions, task assignments, and reassignments.
3. Monthly reports will be prepared documenting:
    - Grant expenditures
    - Estimated percent of tasks completed
    - Projected time and budget requirements for task completion

   This report will be designed to assure that adequate resources are available to complete the efforts originally proposed.

The budget of the teacher center project can be determined when all the components of the proposal are in place. Forms for the budget must be completed and an itemized budget included in the final proposal. Items should be identified in each category on the form.

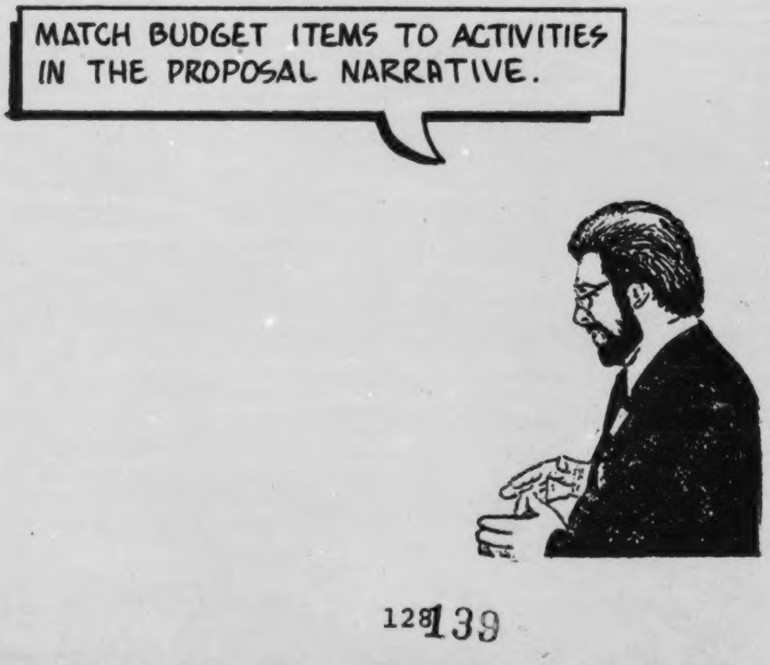
The allowable costs for the teacher center program are:

- personnel costs (management of the center)
- consultant services
- service contracts
- released time or payment of substitutes (to replace center participants)
- expenses of teacher center policy board
- other direct and indirect operation costs

UNALLOWABLE COSTS:

- remodeling of facilities
- construction of facilities

Technical assistance from the district special projects office and the state teacher center representative will ensure the preparation of an acceptable budget.


MATCH BUDGET ITEMS TO ACTIVITIES IN THE PROPOSAL NARRATIVE.

EVALUATION CRITERION

197.11 (g)

REVIEWERS WILL READ YOUR PROPOSALS WITH THESE QUESTIONS*
IN MIND...

> Is the cost of the proposal budget reasonable in relation to anticipated results, including the proportion of the budget represented by costs for released time or substitutes? (5 points)

1) Does the amount budgeted for resources and activities seem sufficient or too little or excessive to carry out their plan of operation?
2) If money is budgeted for released time or substitutes is the amount reasonable in relation to the amount budgeted for other activities (e.g. for providing the inservice training)?

Points Assigned:

Comment:

---

*These questions were taken from USOE comment sheets used for evaluation of teacher center proposals, (1978)

Other Suggested Indicators*:

Points Assigned

Describe procedures for developing budget estimates (e.g., procuring local salary schedules, cost of IST.)

Provide projected unit cost information (e.g., cost to train each teacher, cost to provide information searches.)

Identify cost information for comparable activities (e.g., IHE cost to train, R&D cost to generate search.)

Provide total cost information (e.g., cost to train all teachers in proposed population.)

Provide cost information regarding substitute teachers, including unit cost, total cost, and comparability data.

Provide information regarding the proportion of cost allocated to release time or substitutes vs. total program cost.

Provide rationale for using or not using released time or substitutes.

Comment:

---

*Consideration recommended by Teacher Center State Coordinators National Teacher Center Resource Center, New Orleans, October, 1978

EXHIBIT 25: PART III - BUDGET INFORMATION*

Complete this form with following information:

Personnel

6a. Total salaries for staff members. Staff receive amount listed on LEA or IHE salary schedule.

Fringe Benefits

6b. Budget office in personnel (LEA) can give % rates for C.O.L.A., retirement, Social Security, etc. (If included in indirect cost, don't list here.)

Travel

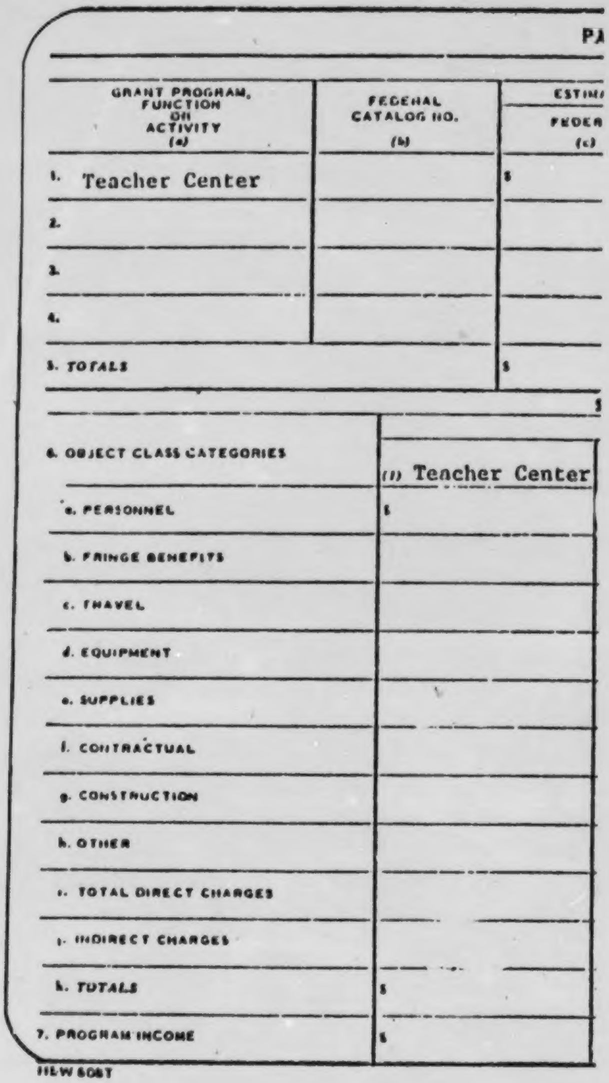
6c. List expenses for Project Staff. Include Director's trip to Washington, D.C. meetings, visits to other centers, and visits to SEA.

Equipment

6d. If equipment is essential for project objectives, anything over $300 is to be listed. Justify your purchase in the proposal narrative.

Supplies

6e. Materials that will, be used for the duration of the project—described on itemized budget.



PA

		ESTIM
GRANT PROGRAM, FUNCTION OR ACTIVITY (a)	FEDERAL CATALOG NO. (b)	FEDER (c)
1. Teacher Center		$
2.		
3.		
4.		
5. TOTALS		$

	$
6. OBJECT CLASS CATEGORIES	(1) Teacher Center
a. PERSONNEL	$
b. FRINGE BENEFITS	
c. TRAVEL	
d. EQUIPMENT	
e. SUPPLIES	
f. CONTRACTUAL	
g. CONSTRUCTION	
h. OTHER	
i. TOTAL DIRECT CHARGES	
j. INDIRECT CHARGES	
k. TOTALS	$
7. PROGRAM INCOME	$

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* Photo reduced from application form in Appendix C-10.

EXHIBIT 25: PART III - BUDGET INFORMATION (continued)

Contractual

6f. Total of subcontract with institutions. Subcontracts should be included in proposal budget—USOE must approve. *

Construction

6g. Not applicable for this project. NA.

Other

6h. Released time for teachers, substitute salaries, consultant fees, travel for policy board, etc., printing, telephone, equipment rental.

Total Direct Costs

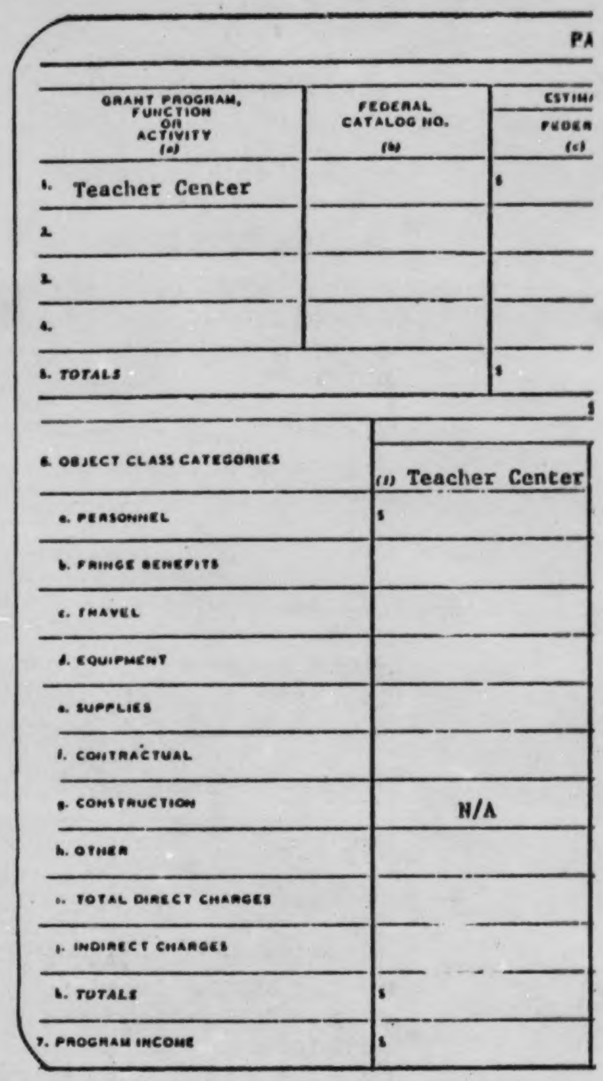
6i. Sum of a through h.

Indirect Cost

6j. Fixed rate; information available from LEA (or IHE if IHE grant).

Total

6k. Sum of i + j; dollar amount requested.



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GRANT PROGRAM, FUNCTION OR ACTIVITY (a)	FEDERAL CATALOG NO. (b)	ESTIM FEDER (c)
1. Teacher Center		$
2.		
3.		
4.		
5. TOTALS		$

6. OBJECT CLASS CATEGORIES	(1) Teacher Center
a. PERSONNEL	$
b. FRINGE BENEFITS	
c. TRAVEL	
d. EQUIPMENT	
e. SUPPLIES	
f. CONTRACTUAL	
g. CONSTRUCTION	N/A
h. OTHER	
i. TOTAL DIRECT CHARGES	
j. INDIRECT CHARGES	
k. TOTALS	$
7. PROGRAM INCOME	$

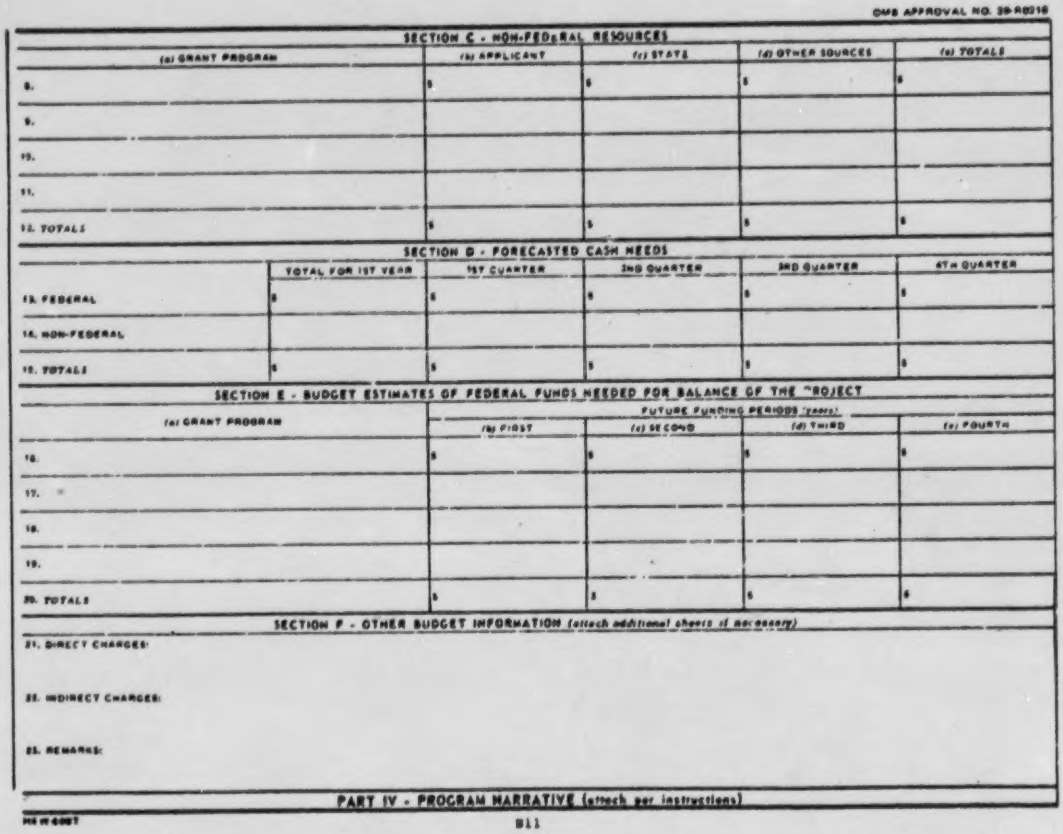
* If district Regulations do not permit subcontract negotiations before the grant is awarded, describe the expected terms. Include estimated cost for USOE approval.

EXHIBIT 26: SECTION C - BUDGET INFORMATION*

13. Total & 16 b.: Same as Budget, sec. B, line K

13. 1st Quarter: Amount budgeted for first 3 months of operation

13. 2nd Quarter: 2nd 3-month operation period



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SECTION C - NON-FEDERAL RESOURCES				
(a) GRANT PROGRAM	(b) APPLICANT	(c) STATE	(d) OTHER SOURCES	(e) TOTALS
8.	$	$	$	$
9.				
10.				
11.				
12. TOTALS	$	$	$	$

SECTION D - FORECASTED CASH NEEDS					
	TOTAL FOR 1ST YEAR	1ST QUARTER	2ND QUARTER	3RD QUARTER	4TH QUARTER
13. FEDERAL	$	$	$	$	$
14. NON-FEDERAL					
15. TOTALS	$	$	$	$	$

SECTION E - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT				
(a) GRANT PROGRAM	FUTURE FUNDING PERIODS (years)			
	(b) FIRST	(c) SECOND	(d) THIRD	(e) FOURTH
16.	$	$	$	$
17.				
18.				
19.				
20. TOTALS	$	$	$	$

SECTION F - OTHER BUDGET INFORMATION (attach additional sheets if necessary)

21. DIRECT CHARGES:

22. INDIRECT CHARGES:

23. REMARKS:

PART IV - PROGRAM NARRATIVE (attach per instructions)

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B11

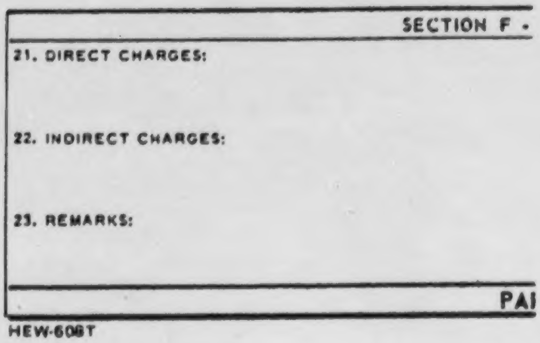
13. 3rd Q.: 3rd 3-mo. budget

13. 4th Q.: 4th 3-mo. budget

Budget for following year

Budget for 3rd year of operation

This section F. is the most important. It should be done on separate sheets and keyed to the object class categories (lines a-k, section B) in as great detail as possible. Readers who review proposals will look at these pages before looking at the forms.



SECTION F -

21. DIRECT CHARGES:

22. INDIRECT CHARGES:

23. REMARKS:

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* APPLICATION FORM ON P. 179.

EXHIBIT 27: SAMPLE BUDGET A

OMB APPROVAL NO. 29-R0218

PART III - BUDGET INFORMATION

SECTION A - BUDGET SUMMARY

GRANT PROGRAM, FUNCTION OR ACTIVITY (a)	FEDERAL CATALOG NO. (b)	ESTIMATED UNOBLIGATED FUNDS		NEW OR REVISED BUDGET		
		FEDERAL (c)	NON-FEDERAL (d)	FEDERAL (e)	NON-FEDERAL (f)	TOTAL (g)
1. Teacher Centers	13.416	$	$	$ 139,935	$	$
2.						
3.						
4.						
5. TOTALS		$	$	$ 139,935	$	$

SECTION B - BUDGET CATEGORIES

6. OBJECT CLASS CATEGORIES	GRANT PROGRAM, FUNCTION OR ACTIVITY				TOTAL (5)
	(1) Teacher Centers	(2)	(3)	(4)	
a. PERSONNEL	$ 65,566	$	$	$	$ 65,566
b. FRINGE BENEFITS	19,775				19,775
c. TRAVEL	1,000				1,000
d. EQUIPMENT	0				0
e. SUPPLIES	3,000				3,000
f. CONTRACTUAL	32,500				32,500
g. CONSTRUCTION	0				0
h. OTHER	10,878				10,878
i. TOTAL DIRECT CHARGES	132,719				132,719
j. INDIRECT CHARGES	7,216				7,216
k. TOTALS	$139,935	$	$	$	$139,935
7. PROGRAM INCOME	$ NA	$	$	$	$ NA

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OMB APPROVAL NO. 2: .3218

EXHIBIT 27: SAMPLE BUDGET A (continued)

SECTION C - NON-FEDERAL RESOURCES

(a) GRANT PROGRAM	(b) APPLICANT	(c) STATE	(d) OTHER SOURCES	(e) TOTALS
8. NA	$	$	$	$
9.				
10.				
11.				
12. *TOTALS*	$	$	$	$

SECTION D - FORECASTED CASH NEEDS

	TOTAL FOR 1ST YEAR	1ST QUARTER	2ND QUARTER	3RD QUARTER	4TH QUARTER
13. FEDERAL	$ 139,935	$ 69,968	$ 23,323	$ 23,322	$ 23,322
14. NON-FEDERAL	NA				
15. *TOTALS*	$ NA	$	$	$	$

SECTION E - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT

(a) GRANT PROGRAM	FUTURE FUNDING PERIODS *(years)*			
	(b) FIRST	(c) SECOND	(d) THIRD	(e) FOURTH
16. Teacher Centers Program	$ 139,935	$ 145,000	$ 120,000	$ NA
17.				
18.				
19.				
20. *TOTALS*	$ 139,935	$ 145,000	$ 120,000	$ NA

SECTION F - OTHER BUDGET INFORMATION *(attach additional sheets if necessary)*

21. DIRECT CHARGES:

See line-by-line budget and budget explanations on the following pages.

22. INDIRECT CHARGES:

The indirect cost rate, 7.2%, is predetermined by the SEA. In this project, the amount of indirect costs is $7,216. LEA indirect costs will not be applied to (IHE) contracted services.

23. REMARKS:

PART IV - PROGRAM NARRATIVE *(attach per instructions)*

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EXHIBIT 28: ITEMIZED SAMPLE BUDGET A

SCHOOL DISTRICT X
000 Main Street
City, State 00000

Title of Program: Teacher Centers Program

Dates: July 1, 1978 - June 30, 1979

	No.	Time	Rates	Cost
FULL TIME STAFF				
Teacher (School Level Specialist, Secondary School Site)	1	100%	$19,222	$19,222
Teacher (Teaching Specialist, Elementary School Site)	1	100%	19,222	19,222
Teacher (Clearinghouse Coordinator)	1	100%	19,222	19,222
Typist	1	12 mos.	7,350	7,350
FRINGE BENEFITS				
Retirement (Pedagogical) 19.85% x 57,666				11,447
Retirement (Secretary) 16.35% x 7,350				1,202
Social Security 6.1% x 65,016				3,966
Health 4 x 425				1,700
Welfare 4 x 275				1,100
Unemployment Insurance 65,016 x .005				326

EXHIBIT 28: ITEMIZED SAMPLE BUDGET A (continued)

AFTER-SCHOOL COMPONENT

Teacher (Hourly for Workshops) 2 H/D x 105 D = 210 H x 7.75/H	1,628

TEACHER CENTERS POLICY BOARD

School Secretary (Per Diem) 25 D x $22/D	550
Social Security 6.1% x 550	34
Local Travel for Policy Board Members	200
Office Supplies	100
Postage	100
Conference/Meeting Expenses	300

OTHER THAN PERSONAL SERVICES (OTPS)

Instructional Supplies & Materials 2 sites x 750	1,500
Audiovisual Supplies & Materials 2 sites x 250	500
Library Resource Materials	600
Repair of Equipment 2 sites x 100	200
Office Supplies 2 sites x 150	300
Postage	100
Advertising of Project Activities	500
Telephone	500
Local Travel (Project Staff)	100
Out-of Town Travel (Project Staff/Policy Board Members)	1,000
Conferences and Related Expenses	250
Printing for Dissemination	1,000

EXHIBIT 28: ITEMIZED SAMPLE BUDGET A (continued)

Rental of Duplicator	3,000
Consultants 30 D x 100/D	3,000
Contract for University Services (Evaluation, Training, Program Development and Research Activities) $ 32,500	(See + below.)

TOTAL DIRECT COSTS (LEA)	100,219
INDIRECT COSTS* (7.2% x 100,219)	7,216
Subtotal	107,435
+ Contract	32,500
GRAND TOTAL	$139,935

+ LEA indirect costs will not be applied to contracted services.

* Official rate for 1978-79, as determined by the State Education Agency.

EXHIBIT 28: ITEMIZED SAMPLE BUDGET A (continued)

ITEMIZED BUDGET

IN-KIND CONTRIBUTIONS

FROM: ______________ ______________ (IHE) ______________________________

Subject to grant award it is expected that the following in-kind contributions will be made to the Teacher Centers Consortium:

CONTRIBUTION		APPROXIMATE DOLLAR VALUE
Office Space		
		$ 3,000
Consultations with Faculty		10,000
Administration		1,000
Equipment		1,000
	TOTAL	$ 15,000

EXHIBIT 29: SAMPLE BUDGET A EXPLANATIONS

SCHOOL DISTRICT X
000 Main Street
City, State 00000

BUDGET EXPLANATIONS:
OTHER THAN PERSONAL SERVICES (OTPS)

BUDGET ITEM	TOTAL AMOUNT	EXPLANATION
Instructional Supplies & Materials	2 sites x 750	To provide materials and supplies including workbooks, instructional kits, rexograph paper and other required workshop materials
Audiovisual Supplies & Materials	2 x 250	To provide filmstrips, cassettes, overhead transparencies, and supplies for teacher-made materials
Library Resource Materials	2 x 300	To provide magazine subscriptions, educational journals, reference books on resource materials and other items requested by teachers attending workshops for the development of a professional library at each school site and the Clearinghouse.
Repair of Equipment	2 x 100	No equipment will be purchased. All equipment required by the project will be provided by participating sites/districts/offices. A small allowance has been included for the repair of equipment.
Office Supplies	2 x 150 1 x 100	To provide materials for typing, filing duplication paper, stationery items, etc.
Postage	2 x 100	For all project correspondence, mailing of project curriculum materials, and announcement of meetings, etc.
Advertising of Project Activities	5,000	To inform personnel of workshop offerings. Notification will be advertised monthly/bimonthly in the official newspaper publication of the collective bargaining agent. This publicity will provide a cost-effective mechansim (relative to staff time and postage costs) for informing every teacher and paraprofessional, each of whom receives the newspaper, as well as

(Continued)

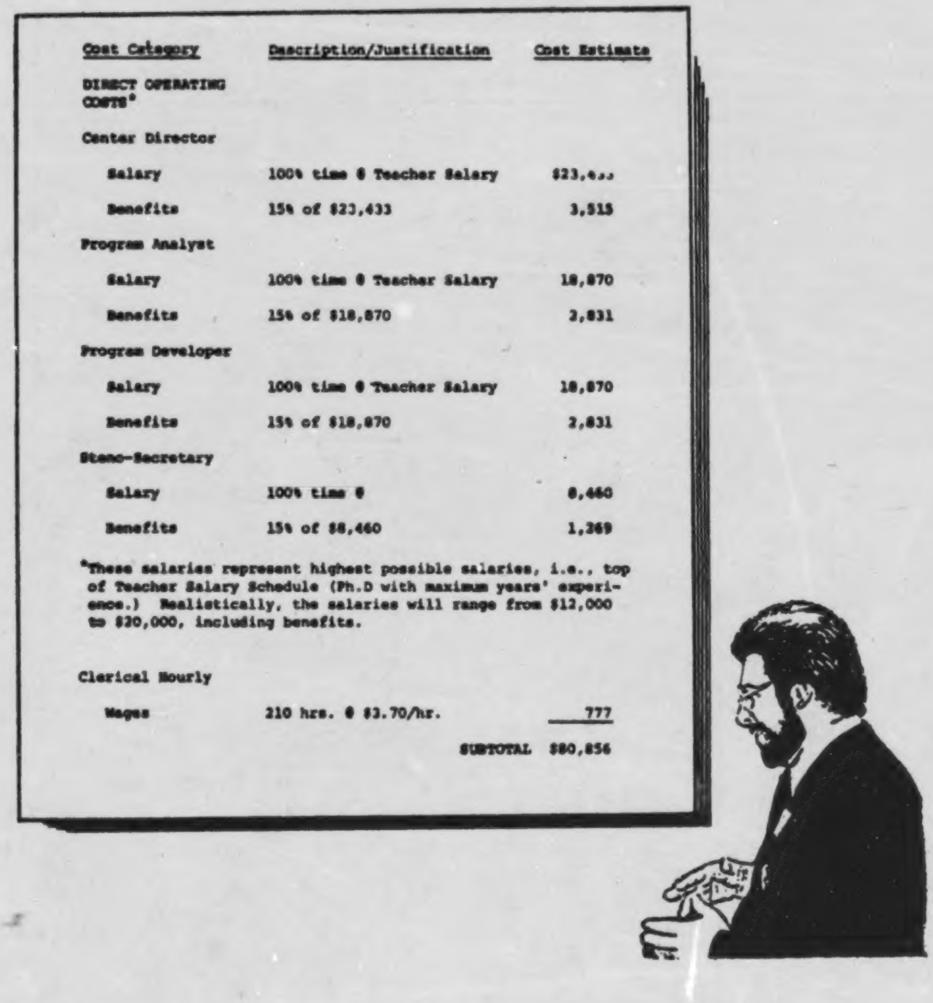
EXHIBIT 29: SAMPLE BUDGET A EXPLANATIONS (continued)

BUDGET ITEM	TOTAL AMOUNT	EXPLANATION
		other educational personnel, of workshop topics, locations, dates and time.
Telephone	500	For monthly telephone costs incurred in the operation of the program.
Local Travel (Project Staff)	100	For project staff at the two sites to visit project activities throughout the city, for attending site meetings, etc.
Out-of-Town Travel (Project Staff/ Policy Board Members)	1,000	Trips to Washington, D.C. to visit USOE on program matters, for a regional conference which USOE will be organizing, and for project staff visits to other Teacher Center sites in nearby areas.
Conferences & Related Expenses	250	Meeting expenses for workshops and for parent, paraprofessional and supervisory sessions after-school.
Printing for Dissemination	1,000	Project manual will be produced at the end of the first year, for national dissemination.
Rental of Duplicator	3,000	One duplicator will be rented to duplicate all project materials, agendas, and correspondence for the project.
Consultants for Training	30 D x 100/D	Reknowned educators in various curricular and instructional areas will provide specialized program training and development activities unavailable through Board of Education personnel.

EXHIBIT 30: ITEMIZED SAMPLE BUDGET B

FOR FIRST YEAR PROJECT

USOE ADJUSTMENT INCLUDED



Cost Category	Description/Justification	Cost Estimate
DIRECT OPERATING COSTS*		
Center Director		
Salary	100% time @ Teacher Salary	$23,433
Benefits	15% of $23,433	3,515
Program Analyst		
Salary	100% time @ Teacher Salary	18,870
Benefits	15% of $18,870	2,831
Program Developer		
Salary	100% time @ Teacher Salary	18,870
Benefits	15% of $18,870	2,831
Steno-Secretary		
Salary	100% time @	8,460
Benefits	15% of $8,460	1,269

*These salaries represent highest possible salaries, i.e., top of Teacher Salary Schedule (Ph.D with maximum years' experience.) Realistically, the salaries will range from $12,000 to $20,000, including benefits.

Cost Category	Description/Justification	Cost Estimate
Clerical Hourly		
Wages	210 hrs. @ $3.70/hr.	777
	SUBTOTAL	$80,856

EXHIBIT 30: SAMPLE BUDGET B (continued)

CONTRACTUAL/HONORARIA			
Consultants			
Honoraria	Inservice Offerings: Planning & Execution		
	324 days @ $100/day		25,000 $32,400
External Evaluations			
Honoraria	Includes Pre-Visit Activities and Preparation and Writing Reports		
	3 x 10 days x $100/day		out ~~3,000~~
		SUBTOTAL	$35,000
TRAVEL AND SUBSISTENCE			
Center Staff			
Travel	Administration, Coordination, Development, Supervisor, Dissemination, Internal Evaluation, etc. (Includes Policy Board)		
	37,640 miles @ 15¢/mile		2,500 5,646
Per Diem	10 18 days @ $44/day		440 792
Consultants			
Travel	100 134 trips @ $83/trip		830 11,122
Per Diem	80 104 days @ $44/day		3,520 4,576
External Evaluator			
Travel	out 6 trips @ $172/trip		~~1,032~~
Per Diem	12 days @ $44/day		~~528~~
		SUBTOTAL	$23,696 14,264
OTHER DIRECT COSTS			
Office Supplies			264
Postage and Telephone (Long Distance Only)			720
Printing and Duplicating			8,360 5,000
Instructional Materials	Materials necessary for the Training of Teachers; To be used by way of the many inservice offerings, such as Raw A-V materials, Tests, Commercially Available Kits, etc.		6,180 4,000
Computer Time	Processing Evaluation (internal & external) and Interim Needs Assessment Data		
	½ hour @ $390/hour		195
		SUBTOTAL	$15,719 9,000
TEACHER RELEASE TIME			
Substitute Teachers Pay	1,576 days @ $30/day		30,000 $47,280
	To free up Teachers to attend Inservice Offerings, Develop Local Curricula, Conduct Classroom-Based Research, etc.		
		SUBTOTAL	$47,280 30,000
INDIRECT COSTS RECOVERY			
Overhead on All Budgeted Items	8% of $202,951		16,236
		SUBTOTAL	$16,236

TOTAL COSTS + $219,187

Although it is reasonable to hope that the essential components of a local project will not be cut from the budget at the time of funding, samples from the first year review indicate that drastic cuts are made. These are changes made by USOE in an original proposal's budgeting request.

EXHIBIT 31: ITEMIZED TEACHER CENTER BUDGET

SAMPLE C

Personnel	Salary	Benefits	Total
1 Director	$19,328	$ 2,076	$21,404
1 Staff Assistant	19,328	2,076	21,404
1 Librarian	19,328	2,076	21,404
1 Business Manager	17,602	1,938	19,540
1 Graphics Artist	17,602	1,938	19,540
a Administrative Aide	12,968	1,507	14,475
1 Clerk-Typist	11,527	1,374	12,901
Full-time Personnel SUBTOTAL.			$130,668
WAE Teacher Pay (700 hours)	9,100	591	9,691
WAE Expert, Management and Evaluation Analyst[*]	3,000	195	3,195
WAE Expert, Guest Speakers and Consultants	1,500	97	1,597
Substitute Pay			
$35/day x 80 days (8 policy Board Members x 10 meeting days)	2,800	182	2,982
$35/day x 20 days (for teacher participation at Center activities)	7,000	455	7,455
Personnel SUBTOTAL.			$155,588

[*] In support of requirement of Section 197.11(c)(2) regarding "adequacy for reporting on the effectiveness. . .and for determining the extent to which the objectives are accomplished."

Supplies and Materials		
Office Supplies	$ 1,000	
Educational (Make and Take)	6,000	
	7,000	
Equipment		
Typewriters (2) 4	2,000	
Calculator	400	
	2,400	
Dissemination		
Copying Machine and Paper	15,000	
Printing	3,000	
Postage	300	
	18,300	
Travel/Conference Attendance		
Out-of-town	2,000	
Conference Fees	200	
	2,200	
Periodicals	400	
Non-Personnel Subtotal	$ 30,300	
Indirect Cost @ 6.7% (less equipment)	12,488	
Project Total	$198,876	

Additional, unbudgeted expenses might include: Stipends, training tuition, contractual services, and local travel.

EXHIBIT 31: ITEMIZED TEACHER CENTER BUDGET SAMPLE C (continued)

IN-KIND CONTRIBUTION FROM DISTRICT

Personnel			
1 Co-Director	$ 19,328	$ 2,076	$ 21,404
1 Staff Assistant	19,328	2,076	21,404
1 Librarian	19,328	2,076	21,404
6 Curriculum Developers 2 Demonstration Teachers	154,624	16,608	171,232
Substitute Pay			
$35/day x 200 days (for teacher participation at Center activities)	7,000	455	7,455
Personnel, Subtotal.			$242,899
Facilities			
(1) Space Rental @ $5.00 to $5.50 per square foot Approximate value of small building (20,000 sq. ft.)			100,000
(2) Utilities (for small building, including heat, electric, telephone, etc., per year)			7,500
(3) Custodial/Operating Costs (small building per year)			18,000
(4) Repairs (small building per year)			11,200
(5) Renovation/Remodel			
Equipment			
(1) Audio-Visual, including overhead projectors, tape recorders, movie projectors, slide projectors, thermofax, videotape recorders/monitors, etc.			Currently Available
(2) Office equipment, including desks, chairs, tables, cabinets, book cases, etc.			Currently
(3) Educational Supplies and Materials (ESEA Title IV-3 Contributed) Books for professional library Hardware/software items			$20,000-$40,000
Total Project.			$419,599

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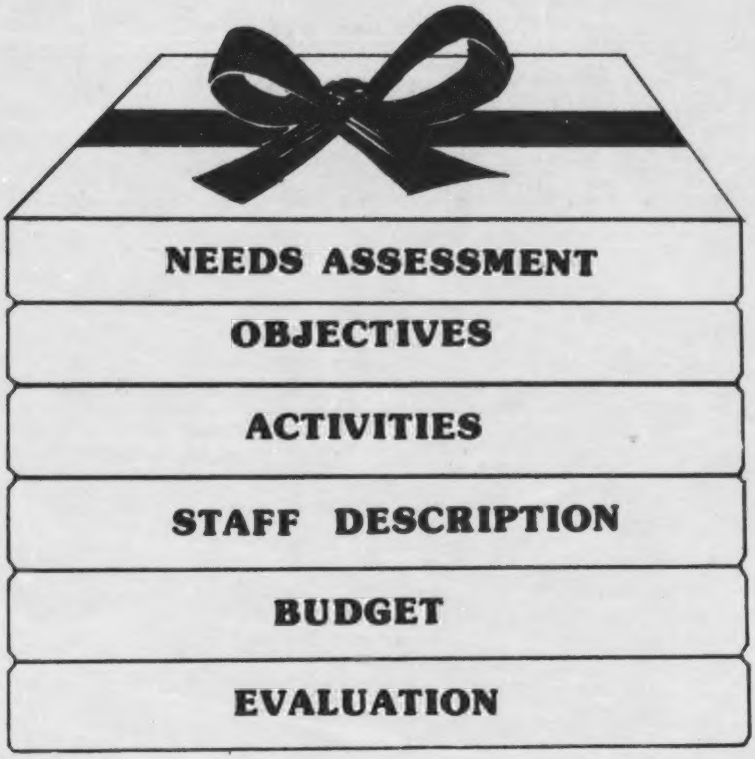
PACKAGING THE PROJECT DESIGN


NEEDS ASSESSMENT
OBJECTIVES
ACTIVITIES
STAFF DESCRIPTION
BUDGET
EVALUATION

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FORMAT OF THE PROPOSAL

DO'S AND DON'TS

Now that the proposal is completed, focus on your long range plan - having the proposal funded. Before this happens, it will be read and evaluated by reviewers chosen by the SEA and USOE.

David B. Sherman*, outlined suggestions for your consideration. His points were confirmed by AFT members who reviewed teacher center proposals '78.

WARNING: CHECK THE FOLLOWING ITEMS:

DO

✓ complete all necessary information on the application forms

✓ include a one-page abstract describing the project

✓ compile a detailed table of contents

✓ prepare illustrative charts/tables/graphs to facilitate presentations of information

✓ explain abbreviations and acronyms used throughout the narrative

✓ describe the geographic location of the area to be served, assuming that the reader is totally unfamiliar with the area

✓ carefully index the proposal

✓ document all statistics used in the proposal

✓ bind the document securely, and use a 2-1/2 inch clip through holes punched at the top

✓ assume nothing!

---

* David B Sherman, Bureau of Special State and Federal Programs, New York City Board of Education

DO COMPLETE THE APPLICATION FORMS

EXHIBIT 32

1 ☑ Application

2 b. Date completed

3 Completed by SEA

4 Completed by LEA or IHE

5 Refers to #23

6 a. 13.416
b. Teacher Centers Program

7 List Name of Project only

8 Identify one or combination (A to G, I)

9 Already completed A

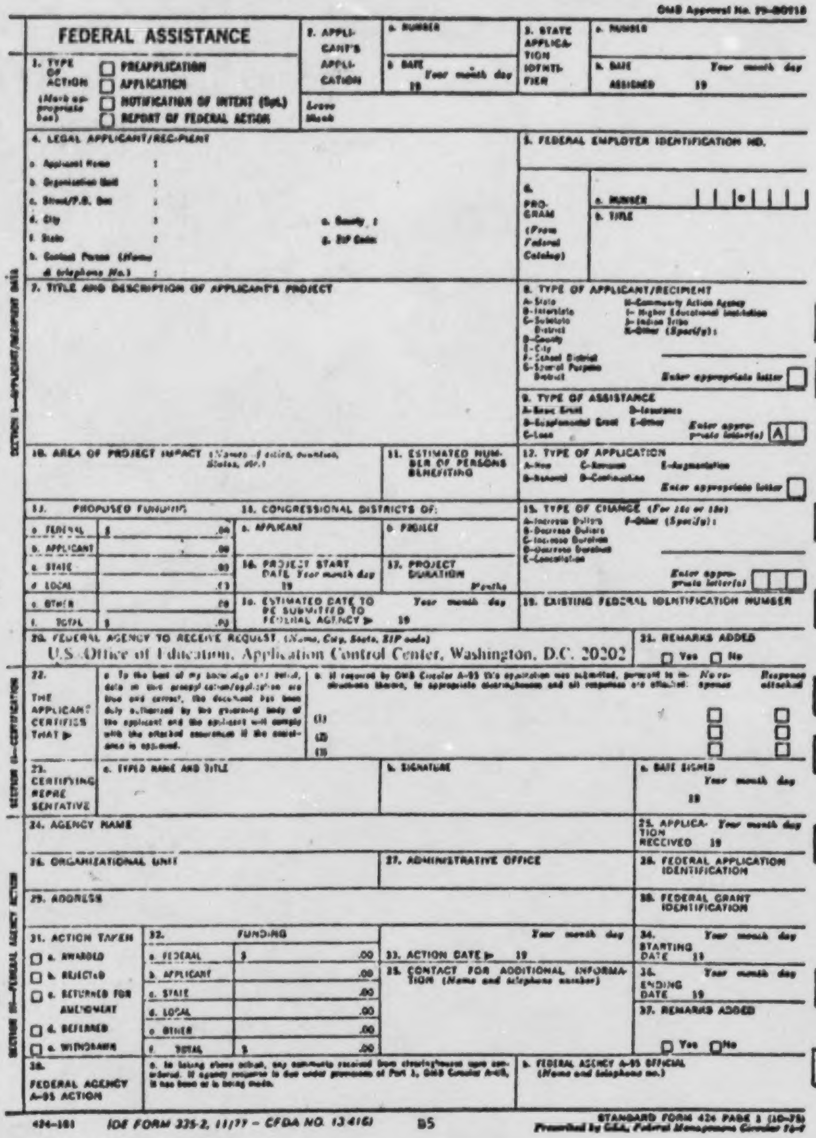
10 List all cities or counties in service area

11 List number of persons (teachers) to be served

12 For First Year: A new
For refunding B renewal

13 Request for Funds-
a. List amount of Federal request
List b, c, d, e if appropriate
f. Sum of the above (TOTAL

14 a. Congressional District(s) in which grantee (#4) is located
b. Congressional District(s) in which service area is located #10



OMB Approval No. 29-R0218

FEDERAL ASSISTANCE

1. TYPE OF ACTION (Mark appropriate box)
☐ PREAPPLICATION
☐ APPLICATION
☐ NOTIFICATION OF INTENT (Opt.)
☐ REPORT OF FEDERAL ACTION

2. APPLICANT'S APPLICATION
a. NUMBER
b. DATE Year month day 19

3. STATE APPLICATION IDENTIFIER
a. NUMBER
b. DATE ASSIGNED Year month day 19

Leave blank

4. LEGAL APPLICANT/RECIPIENT
a. Applicant Name :
b. Organization Unit :
c. Street/P.O. Box :
d. City :
e. County :
f. State :
g. ZIP Code:
h. Contact Person (Name & telephone No.) :

5. FEDERAL EMPLOYER IDENTIFICATION NO.

6. PROGRAM (From Federal Catalog)
a. NUMBER
b. TITLE

SECTION I—APPLICANT/RECIPIENT DATA

7. TITLE AND DESCRIPTION OF APPLICANT'S PROJECT

8. TYPE OF APPLICANT/RECIPIENT
A-State
B-Interstate
C-Substate District
D-County
E-City
F-School District
G-Special Purpose District
H-Community Action Agency
I-Higher Educational Institution
J-Indian Tribe
K-Other (Specify):
Enter appropriate letter ☐

9. TYPE OF ASSISTANCE
A-Basic Grant
B-Supplemental Grant
C-Loan
D-Insurance
E-Other
Enter appropriate letter(s) A ☐

10. AREA OF PROJECT IMPACT (Names of cities, counties, States, etc.)

11. ESTIMATED NUMBER OF PERSONS BENEFITING

12. TYPE OF APPLICATION
A-New
B-Renewal
C-Revision
D-Continuation
E-Augmentation
Enter appropriate letter ☐

13. PROPOSED FUNDING

a. FEDERAL	$	.00
b. APPLICANT		.00
c. STATE		.00
d. LOCAL		.00
e. OTHER		.00
f. TOTAL	$	.00

14. CONGRESSIONAL DISTRICTS OF:
a. APPLICANT
b. PROJECT

15. TYPE OF CHANGE (For 12c or 12e)
A-Increase Dollars
B-Decrease Dollars
C-Increase Duration
D-Decrease Duration
E-Cancellation
F-Other (Specify):
Enter appropriate letter(s) ☐☐☐

16. PROJECT START DATE Year month day 19

17. PROJECT DURATION Months

18. ESTIMATED DATE TO BE SUBMITTED TO FEDERAL AGENCY ▶ Year month day 19

19. EXISTING FEDERAL IDENTIFICATION NUMBER

20. FEDERAL AGENCY TO RECEIVE REQUEST (Name, City, State, ZIP code)
U.S. Office of Education, Application Control Center, Washington, D.C. 20202

21. REMARKS ADDED
☐ Yes ☐ No

SECTION II—CERTIFICATION

22. THE APPLICANT CERTIFIES THAT ▶

a. To the best of my knowledge and belief, data in this preapplication/application are true and correct, the document has been duly authorized by the governing body of the applicant and the applicant will comply with the attached assurances if the assistance is approved.

b. If required by OMB Circular A-95 this application was submitted, pursuant to instructions therein, to appropriate clearinghouses and all responses are attached:

	No response	Response attached
(1)	☐	☐
(2)	☐	☐
(3)	☐	☐

23. CERTIFYING REPRESENTATIVE
a. TYPED NAME AND TITLE
b. SIGNATURE
c. DATE SIGNED Year month day 19

SECTION III—FEDERAL AGENCY ACTION

24. AGENCY NAME

25. APPLICATION RECEIVED Year month day 19

26. ORGANIZATIONAL UNIT

27. ADMINISTRATIVE OFFICE

28. FEDERAL APPLICATION IDENTIFICATION

29. ADDRESS

30. FEDERAL GRANT IDENTIFICATION

31. ACTION TAKEN
☐ a. AWARDED
☐ b. REJECTED
☐ c. RETURNED FOR AMENDMENT
☐ d. DEFERRED
☐ e. WITHDRAWN

32. FUNDING

a. FEDERAL	$	.00
b. APPLICANT		.00
c. STATE		.00
d. LOCAL		.00
e. OTHER		.00
f. TOTAL	$	.00

33. ACTION DATE ▶ Year month day 19

34. STARTING DATE Year month day 19

35. CONTACT FOR ADDITIONAL INFORMATION (Name and telephone number)

36. ENDING DATE Year month day 19

37. REMARKS ADDED
☐ Yes ☐ No

38. FEDERAL AGENCY A-95 ACTION

a. In taking above action, any comments received from clearinghouses were considered. If agency response is due under provisions of Part 1, OMB Circular A-95, it has been or is being made.

b. FEDERAL AGENCY A-95 OFFICIAL (Name and telephone no.)

424-101 (OE FORM 325-2, 11/77 – CFDA NO. 13.416) B5

STANDARD FORM 424 PAGE 1 (10-75)
Prescribed by GSA, Federal Management Circular 74-7

15 NA

16 Check OE schedule for award of grants; project can begin shortly after that date

17 Grants are awarded for 12 months

18 Check schedule for submission by State to USOE

19 NA

20 Send to State agency; not to Washington, D.C.

21 Check YES if more space is needed to explain (#1 to 20); use following page

22 b. Check with SEA for requirement

23 Signed by legally authorized rep of LEA or IHE

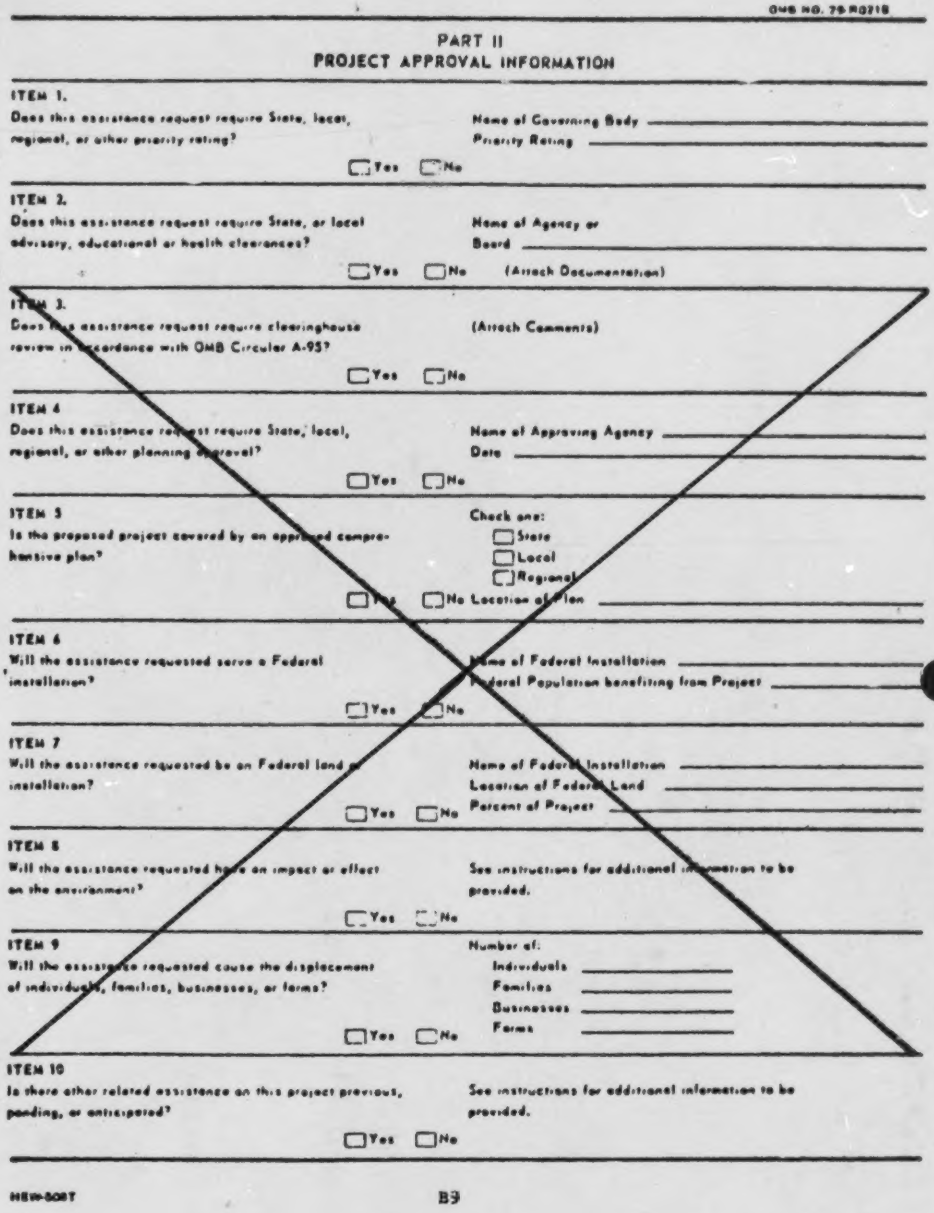
24-38 Completed by USOE

EXHIBIT 33

Item 1:
Completed by SEA; rating

Item 2:
Completed by SEA; recommendations and endorsement

Items 3-10:
Consult SEA for information (SEA Teacher Center Representatives are listed in APPENDIX)



OMB NO. 75-R0218

PART II
PROJECT APPROVAL INFORMATION

ITEM 1.
Does this assistance request require State, local, regional, or other priority rating?
☐ Yes ☐ No
Name of Governing Body ____
Priority Rating ____

ITEM 2.
Does this assistance request require State, or local advisory, educational or health clearances?
☐ Yes ☐ No
Name of Agency or Board ____
(Attach Documentation)

ITEM 3.
Does this assistance request require clearinghouse review in accordance with OMB Circular A-95?
☐ Yes ☐ No
(Attach Comments)

ITEM 4
Does this assistance request require State, local, regional, or other planning approval?
☐ Yes ☐ No
Name of Approving Agency ____
Date ____

ITEM 5
Is the proposed project covered by an approved comprehensive plan?
☐ Yes ☐ No
Check one:
☐ State
☐ Local
☐ Regional
Location of Plan ____

ITEM 6
Will the assistance requested serve a Federal installation?
☐ Yes ☐ No
Name of Federal Installation ____
Federal Population benefiting from Project ____

ITEM 7
Will the assistance requested be on Federal land or installation?
☐ Yes ☐ No
Name of Federal Installation ____
Location of Federal Land ____
Percent of Project ____

ITEM 8
Will the assistance requested have an impact or effect on the environment?
☐ Yes ☐ No
See instructions for additional information to be provided.

ITEM 9
Will the assistance requested cause the displacement of individuals, families, businesses, or farms?
☐ Yes ☐ No
Number of:
Individuals ____
Families ____
Businesses ____
Farms ____

ITEM 10
Is there other related assistance on this project previous, pending, or anticipated?
☐ Yes ☐ No
See instructions for additional information to be provided.

HEW-5087

B3

DO INCLUDE AN ABSTRACT OF THE PROJECT

Federal guidelines request an abstract, a summary of the project. This description should follow the application forms.

The following examples are included as aids to policy board members. The length varies from one page to 1 1/2 pages (double spaced).

EXHIBIT 34 ABSTRACT A

The need for a Teacher Center to support the educational and professional growth efforts of the teachers of the ______ __________ was established by several recent developments affecting the teachers and students of this city. Specific reference is made to the mandate of the Board of Education to implement a Competency-Based Curriculum; the identification and prioritization of the School System's Instructional Goals; the revised Teacher Appraisal procedures; the enactment of Public Law 93-403, Section 204(a) requiring teacher recertification; a decline in the achievement scores of students in the priority areas of reading and mathematics; and the need to provide assistance and support for teachers as they assume more responsibility for their own professional enrichment.

The major focus of the Center will be inservice training designed for and by teachers based upon their perceptions of the kinds of assistance that will help them meet the educational needs of students. To accomplish this the Teacher Center will provide an environment in which teachers can grow professionally and intellectually through formal and informal peers, structured educational experiences, workshops, conferences, seminars, and other individual, small group, and large group activities.

The programs planned for the Teacher Center are based on a three year projection. The expected outcomes are that during that time the _____ teachers of the _________ Public Schools will have gained significantly increased opportunities for inservice training as will be evidenced by data on the numbers of teachers who have used the Center for recertification or other purposes; and that the students of these teachers will have made significant and more positive attitudes toward school.

ABSTRACT

Teacher Center Proposal

An abstract describing the teacher center project follows the application forms. The following example summarizes a district teacher center project.

EXHIBIT 35

ABSTRACT B

The Teacher Center of ____________________ is funded for teacher directed and managed programs that will be governed by a fifteen member Policy Board of which 53% are classroom teachers.

The Teacher Center will support educational and professional growth efforts of the teachers of ____________________.

The major focus of the Center will be inservice training designed to implement a Competency-Based Curriculum. Seminars and lectures will be given to assist teachers with the new Teacher Appraisal Procedures designed to increase teacher accountability. to meet recertification requirements; workshops for teachers and parents designed to help raise the achievement scores of the ______________________ students and support for teachers as they assume more responsibility for their own professional enrichment.

The Teacher Center will have a professional library with print and non-print materials, curricula, current documents and direction eminating from Central Administration, Regional and Union Offices; activities or programs of exemplary teachers and students available for use by teachers upon request.

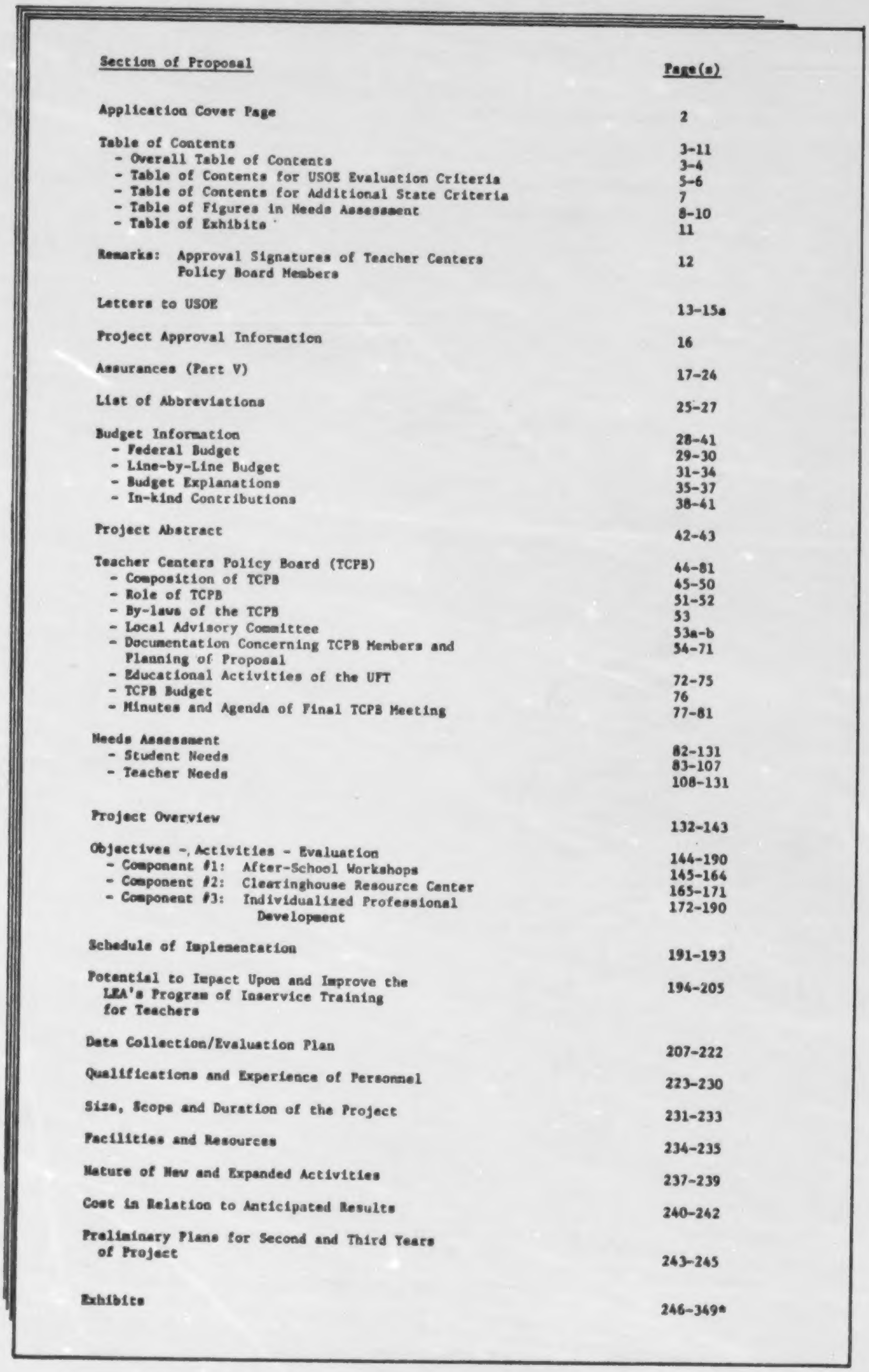
The Teacher Center will design programs and activities, parent/teacher conferences, parent/teacher/student seminars and exhibit centers, informal meetings and opportunities for parent/child interaction.

The Center expects to accommodate more than 6,000 ________ ____________ public and non-public school teachers in addition to parents and students.

The environment will be one in which teachers can grow professionally and personally through formal and informal interaction with a wide range of people throughout the city who have an interest in children and how they learn.

DO INCLUDE A TABLE OF CONTENTS

EXHIBIT 36 : TABLE OF CONTENTS A



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* This example is used as model because it is all inclusive. We recommend less than 200 pages.

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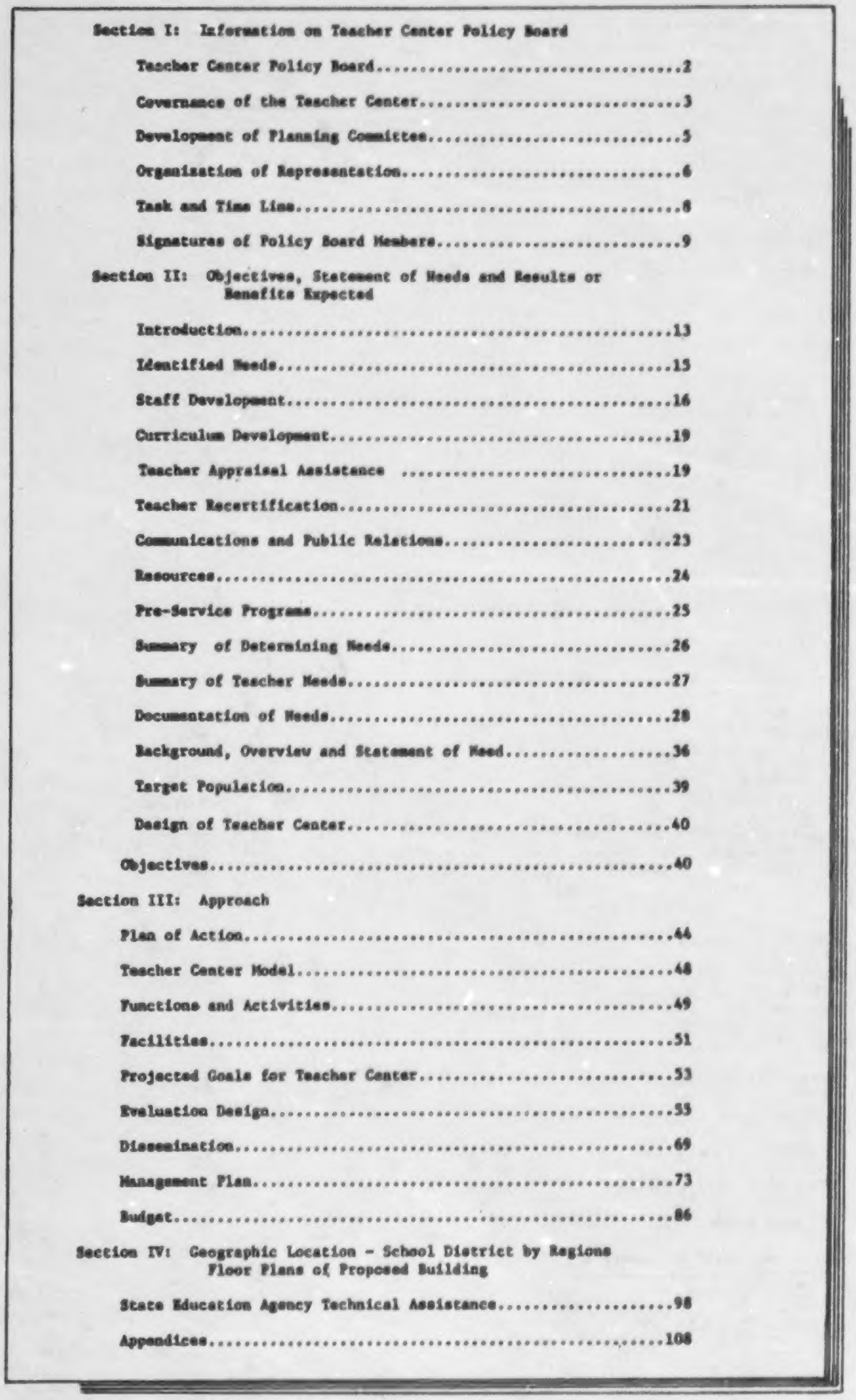

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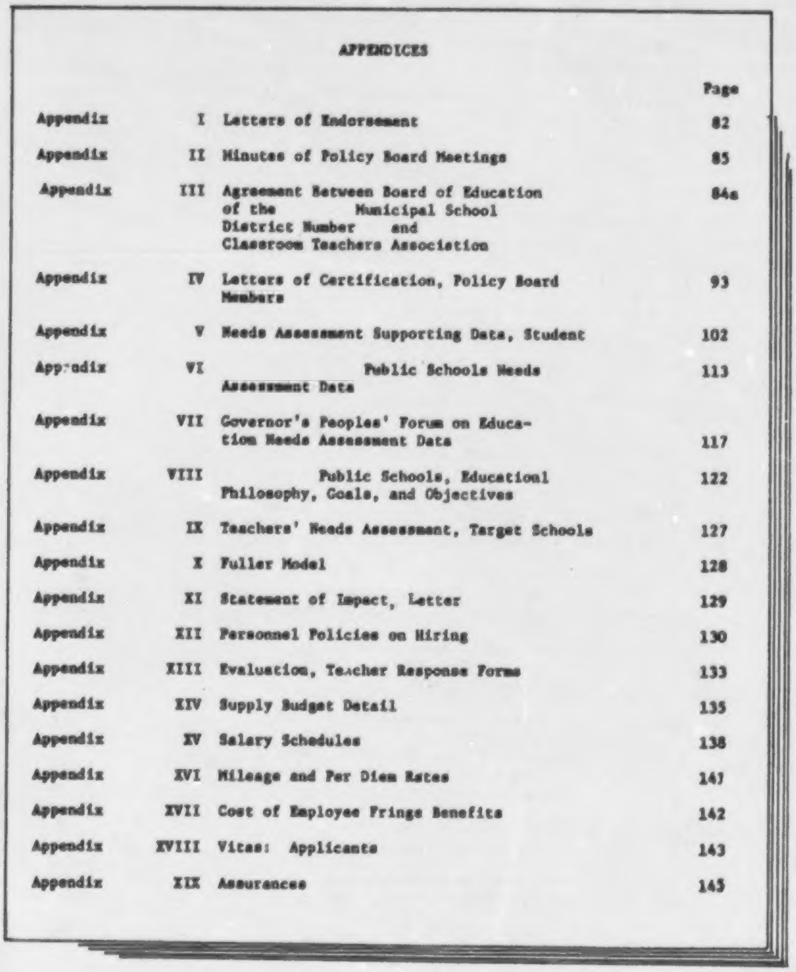

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DO INCLUDE CHARTS, TABLES, GRAPHS

support needs assessment and to explain the geographic location of the area

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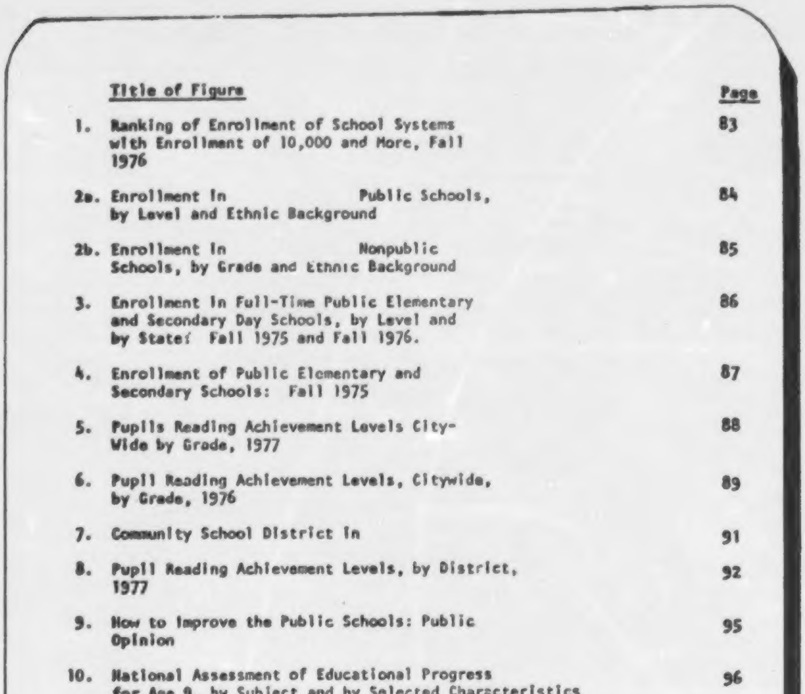

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Exhibit #2	____________ Teacher Center Needs Survey _______
Exhibit #3	Survey of Teacher Needs
Exhibit #4	Preliminary Concept Paper
Exhibit #5	UFT Testimony on Teacher Centers Legislation
Exhibit #6	Memorandum from UFT to Chapter Chairmen
Exhibit #7	LEA's Inservice Courses for School Year 1977-78
Exhibit #8	Letters to Local Districts and Non-public School Representatives Citywide
Exhibit #9	Proposed Project Personnel

DO INVENT AN INDEX— SYSTEM

Divide sections of the proposal so that there is easy identification of each.

Some successful proposals used:

- index tabs for reference
- carefully labeled sections
- different type to set off important statements

Use a cross-index system for easy reference. All information on criteria components can be identified quickly.

EXHIBIT 40

Table of Contents for USOE Evaluation Criteria (197.11)

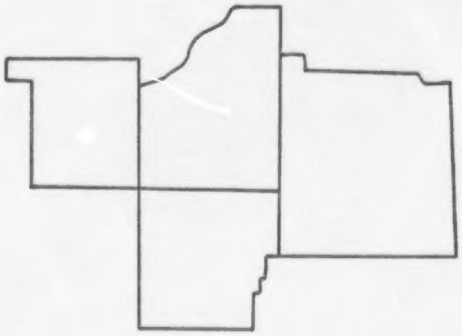
Criterion	Pages in Handbook Which Address Criterion
a. The extent of the teacher center policy board's authority and responsibility for supervision of the project (10 points).	12, 16, 44-81, 135 and Exhibit #1
b. The potential of the proposed teacher center for increasing the effectiveness of: the teachers served, in terms of the learning needs of their students (20 points).	82-131, 133, 138-143 and Exhibit #3
c. The soundness of the proposed plan of operation, including consideration of the extent to which— 1. The objectives of the proposed projects are sharply defined, clearly stated, and capable of being attained by the proposed procedures (10 points); and 2. The adequacy of provisions for reporting of the effectiveness of the project and dissemination of its results, and for determining the extent to which the objectives are accomplished (10 points).	138-193, 207-222 and Exhibits #2 & 4
d. The appropriateness of size, scope, and duration of the project so as to secure productive results (5 points).	138-143, 191-193, 231-233 243-245
e. The adequacy of qualifications and experience of personnel designated to carry out the proposed project (5 points).	223-230 and Exhibit #9
f. The adequacy of the facilities and resources (5 points).	39-41, 234-236
g. The reasonableness of estimated cost in relation to anticipated results, including the proportion of the budget represented by costs for released time or substitutes (5 points).	28-41, 138-143, 240-242
h. The potential of the teacher center to impact upon and improve the grantee's overall program of inservice training for teachers (15 points).	135, 194-206, 237-239 and Exhibit #7
i. The representativeness of the teacher center policy board under sec. 197.4(h) (10 points).	12-16, 44-81, 135 and Exhibits #1, 6 & 8
j. The extent to which Federal funds will support new or expanded activities rather than supporting activities which are already being paid for from other resources (5 points).	194-206, 237-239 and Exhibit #7

DON'T ASSUME THE READER KNOWS THE GEOGRAPHIC AREA

EXHIBIT 41 : GEOGRAPHIC DESCRIPTION

Describe the area served; provides an environmental setting for the project.

Expanded Service Region



1. Initial Service Region (1978-79)

   County 674 teachers

2. Phase II: Service Region (1979-80)

   County 506 teachers
   County 672 teachers

3. Phase III: Service Region (1980-81)

   County 626 teachers
   County 309 teachers

* Central Location

** Satellite Service Centers

Initial Service Region Data

1. Population - 100,500
2. School population (participants - 14,327
3. Number of participating school buildings - 38
4. Number of cities or villages - 26
5. Villages less than 1,500 population - 20
6. Villages less than 1,000 population - 14
7. Largest city in county - 24,670

EXHIBIT 42

DO EXPLAIN ABBREVIATIONS USED

it is important to explain abbreviations and acronyms used in the proposal.

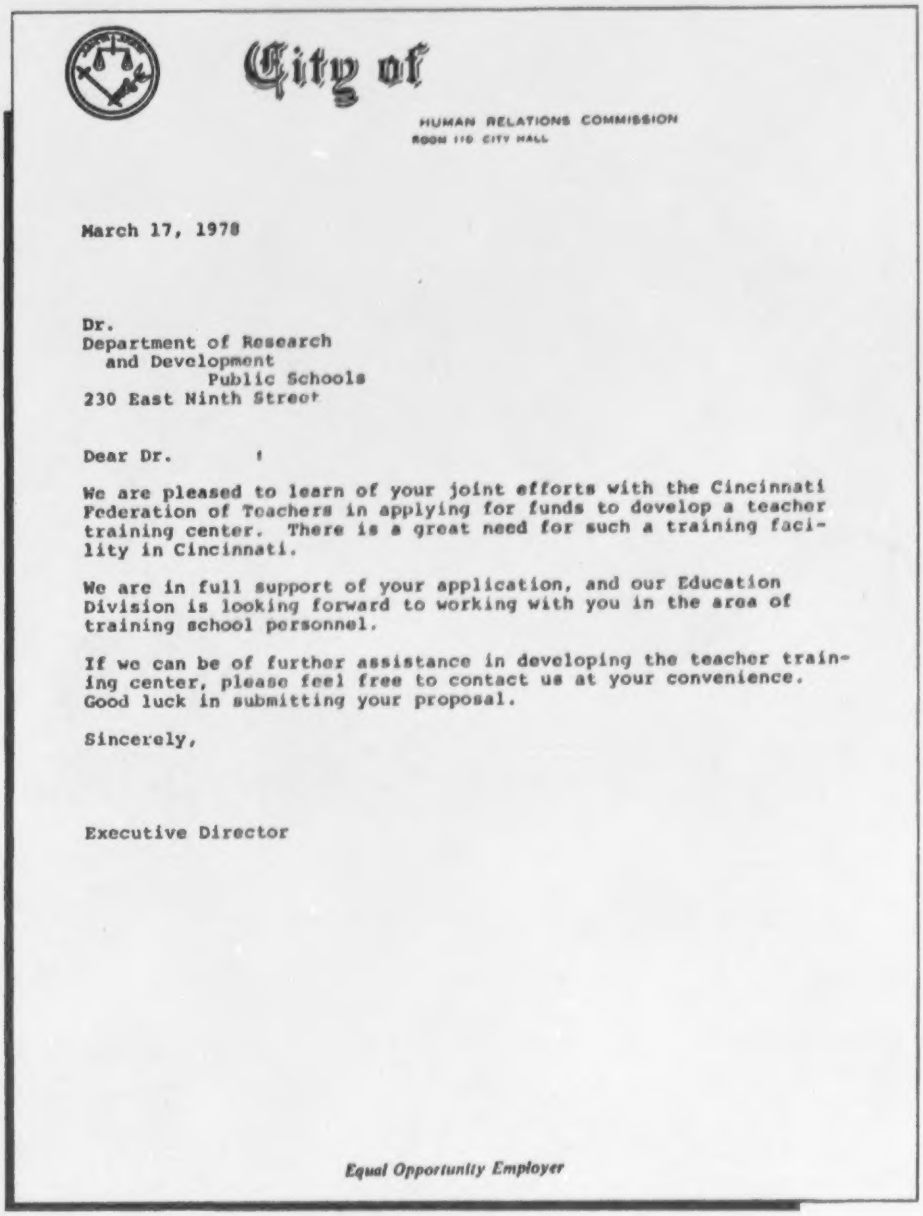
AFT	American Federation of Teachers
CD	Congressional District
CFDA	Catalog of Federal Domestic Assistance
CSB	Community School Board
ESAA	Emergency School Aid Act
ESEA	Elementary Secondary Education Act
FR	Federal Register
FY	Fiscal Year
IHE	Institution of Higher Education
LEA	Local Education Agency
NPO	Nonprofit Organization
NPS	Nonpublic School
OE or USOE	Office of Education
R & D	Research and Development
ROD-3	United States Office of Education Teacher Center Program 1832 M Street, N.W., Suite 819 Washington, D.C. 20036 (202) 653-5839
SEA	State Education Agency
TC	Teacher Centers
TCPB	Teacher Centers Policy Board
USOE	United States Office of Education

DO INCLUDE DOCUMENTATION

....this will validate project events as well as support from educational and community leaders.

include letters of endorsement from federation president, administrators (LEA and IHE) as well as any from community leaders and business.

EXHIBIT 43



City of

HUMAN RELATIONS COMMISSION
ROOM 110 CITY HALL

March 17, 1978

Dr.
Department of Research
and Development
Public Schools
230 East Ninth Street

Dear Dr. :

We are pleased to learn of your joint efforts with the Cincinnati Federation of Teachers in applying for funds to develop a teacher training center. There is a great need for such a training facility in Cincinnati.

We are in full support of your application, and our Education Division is looking forward to working with you in the area of training school personnel.

If we can be of further assistance in developing the teacher training center, please feel free to contact us at your convenience. Good luck in submitting your proposal.

Sincerely,

Executive Director

Equal Opportunity Employer

DO *BIND THE DOCUMENT PROPERLY*

for copies submitted to USOE

- *punch holes at top of proposal*
- *use a 2½ inch metal clip to securely bind the proposal*

DON'T *EXPECT THE DOCUMENT TO STAY TOGETHER IF YOU USE:*

- *staples*
  or
- *rubber bands*
  or
- *paper clips*

IMPORTANT SECTIONS CAN BE MISPLACED AND VALUABLE POINTS LOST IN THE EVALUATION OF THE PROPOSAL.

MAKE SURE THE PROPOSAL LOOKS GOOD!

DO USE FUNDING TERMS

and demonstrate an understanding of their meaning

FUNDING TERMS

ACT	- Section 532 of the Higher Education Act of 1965, as enacted by Public Law 94-482.
APPROPRIATIONS	- The Congressional action of setting aside funds earmarked for a particular federal agency or program to spend or lend. Appropriations made up the "budget authority." The actual expenditure does not have to be made in the fiscal year the money is appropriated, but USOE must make the grant during that year.
AUTHORIZATION	- Basic substantive legislation (as opposed to appropriations) enacted by Congress which sets up a federal program or agency either indefinitely or for a given period of time. Such legislation sometimes sets limits on the amount that can subsequently be appropriated, but does not usually provide budget authority.
BOILERPLATE	- Refers to standard printed sections, paragraphs, or pages that have repeated use and applicaton in various contracts or proposals. Boilerplate includes resumes, institutional descriptions, etc.
BUDGET PERIOD	- The period of time (within the project period) covered by a specified budget. The budget period is generally 36 months, but may be more or less if appropriate to the project. The beginning and ending dates of the Budget Period are found on the Grant Award.
CATEGORICAL FUNDS	- Project money that is allocated on the basis of both the type and extent of benefit to be derived from the project. Generally, categorical funds are awarded for specific types of activity and/or in response to specific priorities of the sponsor.
CONTINUING RESOLUTION	- An interim stop-gap measure passed by Congress at the end of each fiscal year to continue the flow of money to programs whose regular appropriation bills have not been funded.

CRITERION REFERENCED TEST - A criterion referenced test is one that is deliberately constructed to yield measurements that are directly interpretable in terms of specified performance standards-mastery of a specific skill or detailed learning objective.

EDUCATIONAL TECHNOLOGY SERVICES - The designing, acquiring, disseminating and integrating of learning materials associated with technology and the news media.

ELIGIBLE PARTICIPANTS - In addition to teachers, as defined in Section 197.2, the persons to be served by the teacher center may be determined by the teacher center policy board to include paraprofessionals, teacher aides, preschool teachers, teachers of adults below the college level, counselors, principals, other administrators, supervisors, curriculum specialists, librarians, media specialists, elementary and secondary school students, the parents of elementary and secondary school students, substitute teachers, part-time teachers, teachers who are unemployed or former teachers employed in other capacities who intend to return to teaching, and intern teachers assigned to teach in a school where the teachers are being served by a teacher center assisted under the Act (Teacher Center Regulations.)

EQUIPMENT - A movable or fixed unit of furniture or furnishings, an instrument, a machine, an apparatus, or a set of articles which meets all of the following conditions: (1) it retains its original shape and appearance with use; (2) it is nonexpendable, that is, if the article is damaged or some of its parts are lost or worn out and costs more than $300, it is usually more feasible to repair it rather than replace it with an entirely new unit; (3) it represents an investment of money which makes it feasible and advisable to capitalize the item; (4) it does not lose its identity through incorporation into a different or more complex unit or substance.

EXEMPLARY - Exemplary as applied to an educational program, project, service, or activity, means one designed to serve as a model for a regular school program.

FUNDING TERMS (continued)

FORMATIVE EVALUATION	- Refers to evaluation that is conducted during the operation of a program for the express purpose of providing evaluative information to program directors for their use in improving the program.
GOAL	- A broad, general statement setting a sense of direction from which objectives and tasks can be developed.
GUIDANCE	- Those activities which have as their purpose helping pupils assess and understand their abilities, aptitudes, interests, environmental factors and educational needs. Also included are activities which assist pupils in increasing their understanding of educational and career opportunities through the formulation of realistic goals. These activities include counseling pupils and parents, evaluating the abilities of pupils, assisting pupils to make their own educational and career plans and choices, assisting pupils in personal and social adjustment, and working with other staff members in planning and conducting guidance programs.
IN-KIND CONTRIBUTION	- Goods or services having monetary value made available to the project as a contribution. If your organization makes a mobile van available for use in a project, it makes an in-kind contribution. If your organization puts up money to buy the van, the contribution is a cash contribution and not an in-kind contribution.
LOCAL EDUCATIONAL AGENCY	- A public board of education or other public authority legally constituted within a State for either administration control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a State, or such combination of school districts or counties as are recognized in a State as an administrative agency for its public elementary or secondary schools. Such term also includes any other public institution or agency having administrative control and direction of a public elementary or secondary school (Teacher Center Regulations.)

FUNDING TERMS (continued)

NEED - The lack of something which, according to the best information available, is necessary for the self-actualization of individuals for the improvement of the quality of life in the community.

NON-PUBLIC SCHOOL - A nonprofit elementary or secondary school operated or controlled by other than a public authority, and which is licensed or approved by the State in which it is located or attendance at which satisfies applicable State compulsory school attendance laws (Teacher Center Regulations.)

NORM REFERENCED TEST - An objective achievement test intended to provide valid discrimination among students of all levels of achievement. This test shows the relationship of the student to a specified population.

NOTICE OF GRANT AWARD - The official document that notifies the grantee of the award of a grant.

OBJECTIVE - A description of what you are willing to be accountable for as a result of spending the sponsor's funds.

PARAPROFESSIONALS - Direct, nonprofessional staff support services to licensed or certified education. This may be instructional or non-instructional.

PLANNING GRANT - Money allocated to an LEA for a period of one year. Projects are not competitive at the end of that time but will receive full funding for project upon approval of project evaluation. At the end of the first year the proposal must also meet criteria (Teacher Center Regulations 197.11.)

PROGRAM - The general organization and administration of related educational projects designed to improve coordinated aspects of education consisting of components, activities and objectives.

PROJECT PERIOD - The total time for which support of a project have been programmatically approved. A project period may consist of one or more budget periods. The total project period comprises the original project period and any extensions thereof.

FUNDING TERMS (continued)

SITE - The location or locations where the curriculum development and training activities of the teacher center take place.

SPECIAL EDUCATION - The education of pupils (e.g., the deaf, the blind and partially seeing, the mentally subnormal, the gifted) who deviate so far physically, mentally, emotionally, or socially from the relatively homogeneous groups or so-called "normal" pupils that the standard curriculum is not suitable for their educational needs. Such projects involve the modification of the standard curriculum in contact, methods of instruction, and expected rate of progress to provide optimum educational opportunity for such pupils.

STATE EDUCATIONAL AGENCY - The State Board of Education or other agency or officer primarily responsible for the State supervision of public elementary and secondary schools, or, if there is no such officer or agency, an officer or agency designated by the Governor or by State law.

SUMMATIVE EVALUATION - Refers to evaluation conducted at the end of a program for the express purpose of judging the worth or effectiveness of that program for potential users for whom it has been developed.

SUPERVISION - The setting of policy and any appropriate managerical or supervisory activities not prohibited by State or local law (e.g., the employment of operating staff, consultants or experts, budgeting and expenditure of funds, and the formulation of recommendations for subcontracting to secure technical and other kinds of assistance (Teacher Center Regulations.)

SUPPLANTING - A procedure whereby an applicant shifts the burden of support for some type of a required, customary, or desirable activity to an agency. Supplanting by a recipient agency is frowned upon or legally restricted by most sponsors, but it is difficult to prove. If you get a grant to do X, but you would have done X anyway, and then you go ahead and do something else with the money you were originally going to spend doing X, then you are supplanting (Teacher Center Regulations.)

TEACHER - A regular, full-time classroom teacher engaged in teaching elementary or secondary school students, including a special education or vocational education teacher (Teacher Center Regulations.)

SOME POTENTIAL TURN–OFFS IN FUNDING TEACHER CENTERS PROPOSALS

- The special educational needs of the students of the teachers to be served by the TC are not substantially documented.
- The TCPB is neither representative of the teachers to be served by the program nor composed as required by Regulation.
- The application was not approved by the TCPB or the SEA.
- The program meets neither the purpose of the legislation nor the criteria of the regulations.
- The proposal is sloppy/illegible/vague/unclear/pompous/unrealistic/ frivolous....
- The applicant lacks the capacity to administer the program.
- The budget has too many unjustified, miscellaneous or "contingency" items.
- It appears that the proposal was written for the sake of a grant, not the TC program.
- The program appears to have been sculpted to fit the budget.
- The proposal suggests that the funding source owes the applicant a grant.
- The proposal packaging is too glossy...or it is not glossy enough.
- The proposal looks like a reworked proposal from another funding source.
- "We wanted to fund it, but we ran out of money. Try again next year."
- The project is too gimmicky/unimaginative.
- The budget is excessive; or, the budget is too limited to achieve the objectives.
- The project involves supplanting.
- The idea is good but the proposal is poorly written.
- The application does not reflect the collaborative planning required for the development of a TC program.

Try a little harder.

( ) Approved (X) Not Approved

For further information on proposal writing, refer to the following references:

Federal Funding Guide 1978. Education Funding Research Council, 752 National Press Building, N.W., Washington, D.C., 20045. $19.95

Hall, Mary. Developing Skills in Proposal Writing. (Second edition), Continuing Education Publications, 1633 S.W. Park, Portland, Oregon, 97207. (1977 - 359 p.) $10.00

Hill, William. Grant Writing Made Easy. Grant Development Institute, 2140 South Holly, Denver, Colorado, 80222. (1973) $3.50

DON'T BE PROVINCIAL. THIS IS A NATIONAL COMPETITION.....

CHECKLIST FOR TEACHER CENTERS PROPOSAL DEVELOPMENT

ITEMS TO BE CHECKED/COMPLETED	✓
1. Does the composition of the Teacher Center Policy Board include: - a majority of teachers representative of all the teachers in the area to be served, including teachers involved in special and vocational education?	
- two or more persons representative of, or designated by, the school board(s) of the LEA(s)?	
- at least one representative designated by IHE(s) in the area?	
2. Is the majority of TCPB representative of all the teachers in the area to be served, including nonpublic school teachers, where applicable?	
3. Have the teacher members composing the majority of the TCPB been selected by one of the options outlined in Sec. 197.4 (b) (1) (ii) (A-F) in the Regulations?	
4. If the application proposes a multi-year project (up to 3 years), does the proposal include an explanation of the need for multi-year support, an overview of the objectives and activities proposed, and budget estimates to acheive the objectives in subsequent years?	
5. Are all costs listed in the proposal budget allowable? (See Sec. 197.8(a)(1-6) of the Regulations.)	
Is the proposal budget free of costs for construction/ remodeling of facilities?	

DAVID B. SHERMAN, PREPARED FOR AFT TEACHERS' CENTER CONFERENCE.
MARCH 6, 1978

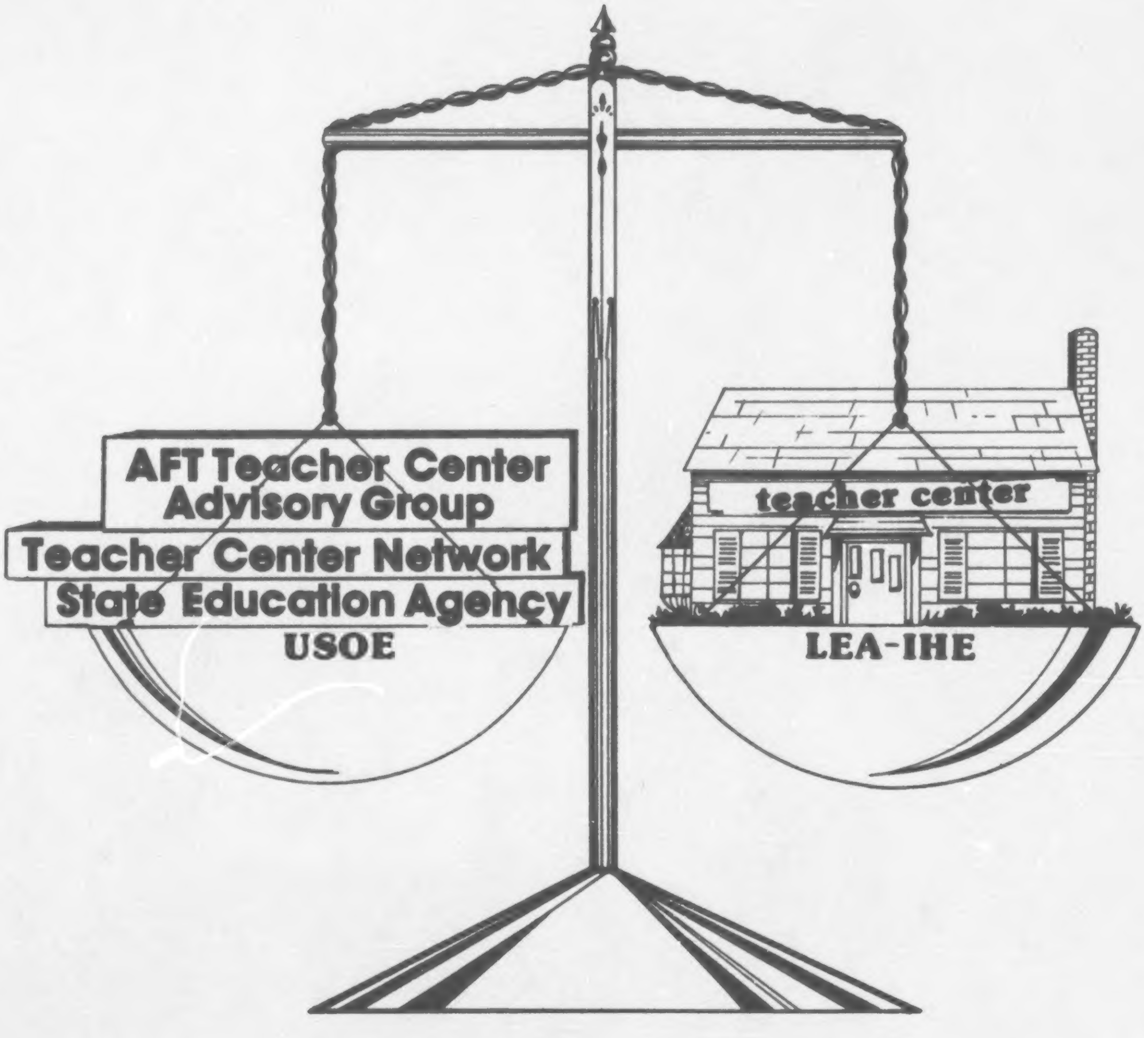
CHECKLIST FOR TEACHER CENTERS PROPOSAL DEVELOPMENT

ITEMS TO BE CHECKED/COMPLETED	✓
6. Does the proposal designate the specific area, LEA(s), schools (public and nonpublic) to be served by the TC?	
7. Does the proposal include documentation concerning the membership and method of selection of the TCPB?	
Does the proposal include documentation that the TCPB has participated fully in the preparation of the application and has approved it, as submitted?	
8. Does the proposal include appropriate statements concerning the participation of nonpublic school teachers, as per Sec. 197.9(a)(3) of the Regulations?	
9 Has a one-page abstract of the proposed project been included?	
10. Does the proposal include a statement on the special educational needs of the students to be served by teachers participating in the TC, and an explanation on how those needs were determined?	
11. If the proposal concerns the operation of an existing TC, does the application contain information outlined in Sec. 197.9(b)(1-3) of the Regulations?	
12. Has the proposal been submitted for approval to the SEA?	
Have five (5) copies been submitted to the SEA on or before March 30, 1978, or postmarked by the U.S. Postal Service on March 27, 1978 or earlier?	

ITEMS TO BE CHECKED/COMPLETED	✓
13. Has the SEA set its own criteria for its review of TC proposals? If so, does the proposal respond to these criteria?	
14. Does the proposal address each evaluation criterion included in Sec. 197.11 of the Regulations?	
- Does the proposal describe the extent of the TCPB's authority and responsibility for supervision of the project? (10 points)	
- Does the proposed TC have the potential for increasing the effectiveness of the teachers served, in terms of the learning needs of their students? (20 points)	
- Does the proposal contain sound objectives which are sharply defined, clearly stated, and capable of being attained by the proposed procedures? (10 points)	
- Does the proposal provide a plan of operation for: reporting on the effectiveness of the project; dissemination of its results; and, determining the extent to which the objectives are accomplished? (10 points)	
- Is the project of appropriate size, scope, and duration in order to insure productive results? (5 points)	
- Are the qualifications and experience of personnel designated to carry out the project adequate? (5 points)	
- Are the facilities and resources described in the proposal adequate for the project? (5 points)	
- Is the cost of the proposal budget reasonable in relation to anticipated results, including the proportion of the budget represented by costs for released time or substitutes? (5 points)	

ITEMS TO BE CHECKED/COMPLETED	✓
- Does the TC have the potential to impact upon and improve the grantee's overall program of inservice training for teachers? (15 points)	
- Is the TCPB adequately representative under Sec. 197.4(b) of the Regulations? (10 points)	
- Does the proposal explain the extent to which Federal funds will support new or expanded activities rather than supporting activities which are already being paid for from other resources? (5 points)	
15. If the LEA application is for a planning grant, does the proposal budget fall within $10,000 to $25,000?	
	---OR---
If the application is for an operational grant, does the proposal budget fall within $50,000 to $250,000?	
16. Have the following application forms been completed (and signed, where required) as per the instructions found on pp. B1 - B4 of the application package: - Cover Page (p. B5); - Project Approval Information (p. B9); - Budget Information (pp. B10 - B11)?	
Has all required additional information been attached to the abovementioned forms?	
Have the following assurance forms been completed and signed as per the instructions which precede each of the following forms: - Assurance for Title VI (p. C6); - Assurance for Title IX (pp. C11 - C14); - Protection of Human Subjects (p. C15); - Assurance for Section 504 (p. C17)?	

SUPPORTING WITH PROJECT RESOURCES


AFT Teacher Center
Advisory Group
Teacher Center Network
State Education Agency
USOE
teacher center
LEA-IHE

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* Network roster will be updated as additional
names are made available from states not listed

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PROGRAMS WITH COMPONENTS FOR PROFESSIONAL DEVELOPMENT OF EDUCATIONAL PERSONNEL*

ALCOHOL AND DRUG ABUSE PREVENTION PROGRAM
United States Office of Education
400 Maryland Avenue, S.W., Rm 2049
Washington, D.C. 20202
Dr. James Spillane
202/245-7292

ARTS EDUCATION PROGRAM
United States Office of Education
Donohoe Building, Rm. 3728
400 Maryland Avenue, S.W.
Washington, D.C. 20202
Dr. Harold Arberg
202/245-8912

BILINGUAL EDUCATION PROGRAM
Elementary and Secondary Education Act - Title VII
United States Office of Education
Reports Building Rm. 420
300 Seventh Street, S.W.
Washington, D.C. 20004
Dr. John Molina
202/245-0861

CAREER EDUCATION PROGRAM
United States Office of Education
7th &Streets, S.W. Rm. 3108A
Washington, D.C. 20201
Dr. Sidney High
202/245-2331

CONSUMER EDUCATION PROGRAM
United States Office of Education
Washington, D.C. 20201
Dr. Dustin Wilson
202/245-0636

EDUCATION FOR THE HANDICAPPED

Jasper Harvey
Director of Educational Personnel Development Branch
Bureau of Education for the Handicapped
400 6th Street, S.W. Rm. 4805
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202/245-9886

Global Perspectives Program, USOE
7th & Street, S.W.
Washington, D.C. 20202
Dr. Robert Leestman
OE Associate Commissioner for Institutional Development and International Education

EMERGENCY SCHOOL AID ACT PROGRAM
United States Office of Education
400 Maryland Avenue, S.W. Rm. 2009
Washington, D.C. 20202
Jesse Jordan, Chief
202/245-2465

METRIC EDUCATION PROGRAM
United States Office of Education
7th & D Streets, S.W. Room 5620
Washington, D.C. 20201
Dr. Floyd David
202/245-3354

RIGHT TO READ PROGRAMS
United States Office of Education
400 Maryland Avenue, S.W. Rm. 2131
Washington, D.C. 20202
Dr. Gil Schiffman
202/245-7950

TEACHER CORPS PROGRAM
United States Office of Education
Donohoe Building, Rm. 1700
400 Maryland Avenue, S.W.
Washington, D.C. 20202
Dr. Preston M. Royster
Dr. William Smith
202/245-0355

Vocational Education Personnel Development

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* Reference: Dr. William L. Smith Chairperson; Dr. C. Emily Feistritger, Coordinator, Analysis of U.S.O.E.. Discretionary Programs, Having a Professional Development of Educational Personnel Component, National Teacher Development Initiative, May, 1978.

OTHER FUNDING SOURCES

CIVIL RIGHTS ACT PROGRAMS
United States Office of Education
Donohoe Building
Room 2011, ROB #3
400 Maryland Avenue, S.W.
Washington, D.C. 20202
212/245-8230

COMMUNITY EDUCATION PROGRAM
United States Office of Education
7th & D Streets, S.W. Room 5622
Washington, D.C. 20201
Dr. Paul Tremper
202/245-0656

Energy Education

Wilton Anderson
Director, Energy Education
Program
Reporter's Building, Rm. 514
7th & D Streets, S.W.
Washington, D.C. 20202
202/472-3730

ENVIRONMENTAL EDUCATION PROGRAM
United States Office of Education
400 Maryland Avenue, S.W. Rm. 2025
Washington, D.C. 20202
Dr. Walter Bogan
202/245-9231

ETHNIC HERITAGE PROGRAM
United States Office of Education
7th & D Streets, S.W. 3928
Washington, D.C. 20201
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GIFTED AND TALENTED PROGRAM
United States Office of Education
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federal funds

Guide to OE-Administered Programs, Fiscal Year 1978

The federal government is a major source of financial support and technical assistance to the nation's schools and colleges, chiefly through the U.S. Office of Education (OE). As a major component of the Education Division of the U.S. Department of Health, Education, and Welfare, OE administers programs covering virtually every level and aspect of education. These programs, and the fiscal year 1978 funds appropriated by Congress in support of them, are listed on the following pages.

For easy reference, the programs are presented in categories or groupings that indicate whether they serve individuals or institutions, and the nature of their support—for example, research or construction. Since the several phases of one program or activity may serve more than one category, a given program may be listed more than once.

Fiscal year 1978 funds which have been appropriated to OE currently total almost $9.3 billion. The OE total excludes programs administered by the Assistant Secretary for Education and the National Institute of Education, the other components of the HEW Education Division.

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Compiled by GWENDOLYN D. SMITH
OE Office of Public Affairs staff

GROUP I: TO INSTITUTIONS, AGENCIES, AND ORGANIZATIONS

PART A—For Elementary and Secondary Education Programs

TYPE AND PURPOSE OF ASSISTANCE	AUTHORIZING LEGISLATION	APPROPRIATION ($)	WHO MAY APPLY	WHERE TO APPLY
1. **Arts in Education Program (13.566).**[1] To encourage the establishment of arts education programs at elementary and secondary levels	Education Amendments of 1974, Special Projects Act, Sec. 409	2,000,000	State and local education agencies	OE Arts and Humanities Staff, Office of the Commissioner
2. **Bilingual education basic programs (13.403).** To develop and operate programs to meet the special needs of children of limited English-speaking ability	Elementary and Secondary Education Act, Title VII	93,975,000 (includes in-service training components)	Local education agencies, institutions of higher education applying jointly with one or more LEAs	OE Application Control Center (information from OE Office of Bilingual Education)
3. **Bilingual education support services (13.403).** To operate three types of regional centers providing assistance to bilingual education projects: training resources, materials development, and assessment dissemination centers	Elementary and Secondary Education Act, Title VII (as amended by P.L. 93-380)	18,000,000	Local education agencies, institutions of higher education applying jointly with one or more LEAs; state education agencies may apply only to operate training resource centers	OE Application Control Center (information from OE Office of Bilingual Education)
4. **Community education program (13.563).** To establish and to improve community school programs; to train personnel to plan and operate community education programs	Education Amendments of 1974, Special Projects Act, Sec. 405	3,553,000	State and local education agencies, institutions of higher education	OE Application Control Center (information from OE Bureau of Occupational and Adult Education)
5. **Educational innovation and support (13.571).** To improve leadership resources of state and local education agencies; to support innovative and exemplary projects, nutrition and health services, and dropout prevention	Elementary and Secondary Education Act, Title IV-C	177,750,000	State education agencies	OE Division of State Educational Assistance Programs
6. **Educationally-deprived children (13.428).** To meet the educational needs of deprived children	Elementary and Secondary Education Act, Title I	1,926,726,831[2]	Local education agencies	State education agencies
7. **Educationally-deprived children—migrants (13.429).** To meet the educational needs of children of migratory agricultural workers or migratory fishermen	Elementary and Secondary Education Act, Title I, Sec. 122	145,759,940[2]	Local education agencies	State education agencies
8. **Educationally-deprived children in state-administered institutions serving neglected and delinquent children (13.431).** Programs to improve the education of such institutionalized children	Elementary and Secondary Education Act, Title I, Sec. 123	29,821,338[2]	Eligible state agencies	State education agencies

TYPE AND PURPOSE OF ASSISTANCE	AUTHORIZING LEGISLATION	APPROPRIATION ($)	WHO MAY APPLY	WHERE TO APPLY
9. **Educationally-deprived children—state administration (13.430).** To strengthen administration of ESEA, Title I programs	Elementary and Secondary Education Act, Title I	23,630,346[2]	State education agencies	OE Division of Education for the Disadvantaged
10. **Ethnic Heritage Studies (13.549).** To develop intercultural understanding among people living in a pluralistic society; to promote mutual understanding among various U.S. ethnic groups	Elementary and Secondary Education Act, Title IX	2,300,000	Public or private nonprofit agencies, institutions or organizations	OE Application Control Center (information from OE Ethnic Heritage Studies Branch)
11. **Follow Through (13.433).** To extend into primary grades educational gains made by deprived children in Head Start or similar preschool programs	Community Services Act (P.L. 93-644), Title V	59,000,000	Local education or other agencies nominated by state education agencies in accordance with OE criteria	OE Division of Education for the Disadvantaged
12. **Incentive grants (13.512).** To encourage greater state and local expenditures for education	Elementary and Secondary Education Act, Title I, Part B	24,523,762	State education agencies exceeding the national effort index	OE Division of Education for the Disadvantaged
13. **Indian education (13.534).** To provide supplemental programs meeting special educational needs of Indian children enrolled in public schools, grades K-12	Indian Education Act (P.L. 92-318), Title IV, Part A	34,965,000	Local education agencies	OE Application Control Center (information from OE Office of Indian Education)
14. **Indian education (13.551).** To provide special elementary and secondary school programs meeting the special educational needs of Indian students	Indian Education Act (P.L. 92-318), Title IV, Part A	3,885,000	Nonlocal education agency schools on or near reservations, LEAs having a substantial Indian enrollment for less than three years	OE Application Control Center (information from OE Office of Indian Education)
15. **Indian education — special programs and projects (13.535).** To provide exemplary and demonstration programs for improving educational opportunities for Indian children	Indian Education Act (P.L. 92-318), Title IV, Part B	14,400,000	Indian tribes, institutions, and organizations, SEAs, LEAs, federally supported elementary and secondary schools for Indian children, higher education institutions	OE Application Control Center (information from OE Office of Indian Education)
16. **Maintenance and operation of schools in federally affected areas (impact aid) (13.478).** To aid school districts on which federal activities have placed a financial burden; also to provide aid to districts affected by natural disasters	School Assistance in Federally Affected Areas (P.L. 81-874)	770,000,000	Local school districts	OE Division of School Assistance in Federally Affected Areas
17. **Metric education (13.561).** To encourage education agencies to prepare for the metric system of measurement	Education Amendments of 1974, Special Projects Act, Sec. 403	2,090,000	State and local education agencies, institutions of higher education, public and private nonprofit agencies, organizations, and institutions	OE Bureau of Occupational and Adult Education
18. **Packaging and dissemination (13.553).** To promote wide dissemination and effective adoption of exemplary education programs identified by the OE/NIE Joint Dissemination Review Panel	Education Amendments of 1974, Special Projects Act, Sec. 402, and the General Education Provisions Act, Sec. 422(a)	10,000,000	State and local education agencies, higher education institutions, and other public and private agencies	**Packaging**—Deputy Commissioner, Office of Planning; **Dissemination** (including the National Diffusion Network)—Deputy Commissioner, Bureau of Elementary and Secondary Education
19. **Right to Read (13.533).** To stimulate institutions, government agencies, and private organizations to improve and expand reading-related activities for children, youths, and adults	Education Amendments of 1974, National Reading Improvement Program (P.L. 94-194), Title VII	27,000,000	State and local education agencies; nonprofit educational or child care institutions, higher education institutions, and other public and private nonprofit agencies and individuals	OE Application Control Center (information from OE Right to Read Office)
20. **Teacher centers (13.416).** To provide federal assistance for planning and operating teacher centers and to assist institutions of higher education in operating them	Higher Education Act, Title V-B	8,250,000	Local education agencies (90%), institutions of higher education (10%)	Local education agencies apply through the state; institutions of higher education apply through Office of the Commissioner (information from OE Division of Educational Systems Development)
21. **Womens educational equity (13.565).** To support development and implementation of capacity-building programs contributing to women's educational equity and having a possible national impact	Education Amendments of 1974, Special Projects Act, Sec. 408	8,085,000	Public agencies, private nonprofit organizations, and individuals	OE Women's Program Staff, Office of the U.S. Commissioner of Education

PART B—Strengthening Organizational Resources

TYPE AND PURPOSE OF ASSISTANCE	AUTHORIZING LEGISLATION	APPROPRIATION ($)	WHO MAY APPLY	WHERE TO APPLY
22. **Alcohol and drug abuse education programs (13.420).** To organize and train alcohol and drug education leadership teams at state and local levels; to develop programs and leadership to combat causes of alcohol and drug abuse	Alcohol and Drug Abuse Education Act of 1974 (P.L. 93-422)	2,000,000	Higher education institutions, state and local education agencies, public and private education or community organizations	OE Alcohol and Drug Education Program
23. **Bilingual education technical assistance coordination (13.403).** To provide technical assistance to local education agencies operating Title VII Basic Programs (see Part A, items 2, 3) and to coordinate bilingual programs within the state	Elementary and Secondary Education Act, Title VII (as amended by P.L. 93-380)	4,375,000	Qualifying state education agencies	OE Application Control Center (information from OE Office of Bilingual Education)

TYPE AND PURPOSE OF ASSISTANCE	AUTHORIZING LEGISLATION	APPROPRIATION ($)	WHO MAY APPLY	WHERE TO APPLY
24. **Educational broadcasting facilities (13.418).** To aid in the acquisition and improvement of broadcast equipment for noncommercial educational radio and TV stations	Communications Act of 1934, Part IV, Title III	19,000,000	Public education agencies, state TV or radio agencies, public or nonprofit higher education institutions, nonprofit agencies or municipalities	OE Application Control Center (information from OE Division of Educational Technology)
25. **Educational television and radio (13.541).** To fund development and dissemination of educational radio and TV programs for children, youths, and adults	Education Amendments of 1974, Special Projects Act, Sec. 402	5,000,000	Public and private agencies, organizations, associations, institutions, and individuals	OE Application Control Center (information from OE Division of Educational Technology)
26. **Environmental education (13.522).** Projects to develop environmental and ecological awareness and problem-solving skills through education programs conducted by formal and nonformal educational organizations and institutions	Environmental Education Act of 1970 (P.L. 91-516)	3,500,000	Higher education institutions; local and state education agencies; regional educational research organizations, and other public and private organizations (including libraries and museums)	OE Application Control Center (information from OE Office of Environmental Education)
27. **Interlibrary cooperative services (13.465).** To establish and operate cooperative networks of libraries	Library Services and Construction Act, Title III	3,337,000	State library administrative agencies	OE Office of Libraries and Learning Resources
28. **Library and learning resources (13.570).** To help provide school library resources, textbooks, and other instructional materials; instructional equipment, and minor remodeling; testing, counseling, and guidance services in elementary and secondary schools	Elementary and Secondary Education Act, Title IV-B	167,500,000[a]	State education agencies	OE Office of Libraries and Learning Resources
29. **Public library services (13.464).** To establish and improve public library and institutional library services; also library services to handicapped, disadvantaged, and persons with limited English-speaking ability	Library Services and Construction Act, Title I	56,900,000	State library administrative agencies	OE Office of Libraries and Learning Resources
30. **State student financial assistance training (13.582).** To develop programs to increase proficiency of institutional and state financial aid administrators in all aspects of student financial aid	Higher Education Act, Title IV-F	467,000	States providing matching funds	OE Bureau of Student Financial Assistance
31. **Teacher Corps (13.489).** To strengthen educational opportunities for children in low-income areas; to encourage colleges and universities to broaden teacher preparation programs; and to improve training programs for teachers and education personnel	Higher Education Act, Title V	37,500,000	Higher education institutions, local education agencies, and state education agencies	OE Teacher Corps Office

PART C—For Postsecondary Education Programs

TYPE AND PURPOSE OF ASSISTANCE	AUTHORIZING LEGISLATION	APPROPRIATION ($)	WHO MAY APPLY	WHERE TO APPLY
32. **Advanced institutional development (13.454).** To assist selected developing institutions in entering the mainstream of higher education	Higher Education Act, Title III	68,000,000	Developing institutions with demonstrated progress	OE Division of Institutional Development
33. **Basic institutional development (13.454).** To provide partial support for cooperative arrangement between developing and established institutions	Higher Education Act, Title III	52,000,000 (includes item 46)	Accredited colleges and universities in existence at least five years	OE Division of Institutional Development
34. **Bilingual education—training stipends and institutional assistance (13.403).** To provide financial assistance to teachers, administrators, and others training to work in bilingual education programs; to strengthen bilingual education curriculums and departments at colleges and universities	Elementary and Secondary Education Act, Title VII (as amended by P.L. 93-380)	16,000,000	Institutions of higher education, state and local education agencies	OE Application Control Center (information from OE Office of Bilingual Education)
35. **College library resources (13.406).** To strengthen postsecondary library resources	Higher Education Act, Title II-A	9,975,000	Higher education institutions	OE Application Control Center (information from OE Office of Libraries and Resources)
36. **College work-study (13.463)** To stimulate and promote part-time employment of needy postsecondary students	Higher Education Act, Title IV-C	382,250,000	Higher education institutions, area vocational schools, and proprietary institutions of higher education	OE Bureau of Student Financial Assistance
37. **Community service and continuing education (13.491).** To strengthen higher education capabilities for helping communities solve their problems and to bring continuing education opportunities to adults	Higher Education Act, Title I	18,000,000	Higher education institutions	State agencies or institutions designed to administer state plans (information from OE Division of Training and Facilities)
38. **Cooperative education programs (13.510).** To support planning and implementation of programs integrating periods of academic study with public or private employment	Higher Education Act, Title VIII	15,000,000	Higher education institutions	OE Bureau of Higher and Continuing Education
39. **Educational information centers (OMB Cat. No. not assigned).** To pay federal share for planning, establishing, and operating educational information centers offering information, guidance, counseling and referral services for individuals, including those residing in rural areas	Higher Education Act, Title IV-A	2,000,000	Higher education institutions, public and private agencies and organizations, and local education agencies in combination with a higher education institution	Institutions should apply to states; states should apply to OE Division of Student Services and Veterans Programs

TYPE AND PURPOSE OF ASSISTANCE	AUTHORIZING LEGISLATION	APPROPRIATION ($)	WHO MAY APPLY	WHERE TO APPLY
40. **Educational opportunity centers (13.543).** To operate centers assisting low-income persons desiring to pursue a program of postsecondary education	Higher Education Act, Title IV	5,000,000	Institutions of higher education and combinations of such institutions, public and private nonprofit agencies and organizations	OE Division of Student Services and Veterans Programs
41. **Graduate and professional opportunities program (OMB Cat. No. not assigned).** To provide fellowship and institutional support in academic and professional areas considered by the Commissioner of Education to be in the national interest	Higher Education Act, Title IX, Parts A and B	3,250,000	Institutions of higher education	Graduate Training Branch, Division of Training and Facilities, OE Bureau of Higher and Continuing Education
42. **Improvement of postsecondary education (13.925).** To aid postsecondary education reforms in curriculum development, teaching, and administration	Education Amendments of 1976	12,000,000	Postsecondary institutions and related organizations	Fund for the Improvement of Postsecondary Education, Office of Assistant Secretary for Education[3]
43. **Job location and development program (OMB Cat. No. not assigned).** To establish or expand programs for locating or developing jobs for students suited to their needs and schedules	Higher Education Act, Title IV-C	33,447,000	Higher education institutions	OE Bureau of Student Financial Assistance
44. **Law school clinical experience programs (OMB Cat. No. not assigned).** To help fund (up to 90% of the cost) the establishment and expansion of programs to provide clinical experience to law students	Higher Education Act, Title IX	1,000,000	Accredited law schools	Graduate Training Branch, Division of Training and Facilities, OE Bureau of Higher and Continuing Education
45. **National direct student loan program (13.469-470-471).** To help set up funds at higher education institutions for making low-interest loans to graduate and undergraduate students attending at least half-time	Higher Education Act, Title IV	325,515,000	Higher education institutions	OE Bureau of Student Financial Assistance
46. **National teaching fellowships and professors emeriti (13.454).** To strengthen teaching resources of developing institutions	Higher Education Act, Title III	(included in item 33)	Institutions of higher education	OE Division of Institutional Development
47. **State planning commissions (13.550).** To develop statewide comprehensive planning for postsecondary education	Higher Education Act, Sec. 1203	3,500,000	State commissions	State Planning Commissions Program Office
48. **State student incentive grants (13.548).** To encourage states to increase appropriations for grants to needy students or to develop such grant programs (grants are on a matching 50-50 basis)	Higher Education Act, Title IV	63,750,000	State education agencies	OE Bureau of Student Financial Assistance
49. **Student special services (13.482).** To assist low-income and handicapped students to complete postsecondary education	Higher Education Act, Title IV	51,000,000	Accredited institutions of higher learning or consortiums	OE Division of Student Services and Veterans Programs
50. **Supplemental education opportunity grants (13.418).** To assist students of exceptional financial need to pursue a postsecondary education	Higher Education Act, Title IV	269,962,000	Higher education institutions	OE Bureau of Student Financial Assistance
51. **Talent Search (13.488).** To help identify and encourage promising students to complete high school and pursue postsecondary education	Higher Education Act Title IV-A	11,000,000	Higher education institutions and combinations of such institutions, public and private agencies and organizations	OE Division of Student Services and Veterans Programs
52. **Training for higher education personnel (13.417).** To provide specialized training (1) to assist persons from educationally or culturally deprived backgrounds to become faculty or staff members in higher education, (2) to assist faculty and staff in institutions of higher education to meet the special needs of persons from such backgrounds, and (3) to enable such faculty and staff to meet changing personnel needs in higher education	Higher Education Act, Title V-B	8,250,000	Institutions of higher education	OE Division of Educational Systems Development
53. **Undergraduate instructional equipment (13.518).** To improve undergraduate instruction	Higher Education Act, Title VI-A	7,500,000	Higher education institutions, including vocational and technical schools and hospital schools of nursing	OE Application Control Center (information from OE Office of Libraries and Learning Resources)
54. **Upward Bound (13.492).** To motivate young people from low-income backgrounds with inadequate high school preparation to enter and succeed in postsecondary education	Higher Education Act, Title IV-A	44,000,000	Higher education institutions and combinations of such institutions, public and private agencies and institutions	OE Division of Student Services and Veterans Programs
55. **Veterans cost of instruction (13.540).** To encourage recruitment and counseling of veterans by postsecondary education institutions, with emphasis on educationally disadvantaged	Higher Education Act, Title IV	23,750,000	Higher education institutions	OE Veterans Program Branch

PART D—For the Education of the Exceptional and the Handicapped

TYPE AND PURPOSE OF ASSISTANCE	AUTHORIZING LEGISLATION	APPROPRIATION ($)	WHO MAY APPLY	WHERE TO APPLY
56. **Centers and services for deaf-blind children (13.445).** To provide specialized intensive educational and therapeutic services to deaf-blind children and their families through regional centers	Education of the Handicapped Act, Part C, Sec. 622	16,000,000	Public or nonprofit private agencies, organizations, or institutions	OE Bureau of Education for the Handicapped

TYPE AND PURPOSE OF ASSISTANCE	AUTHORIZING LEGISLATION	APPROPRIATION ($)	WHO MAY APPLY	WHERE TO APPLY
57. **Early education for handicapped children (13.444).** To aid state and local education agencies in developing model preschool and early education programs for handicapped children	Education of the Handicapped Act, Part C, Sec. 623	22,000,000	Public agencies and private nonprofit organizations	OE Bureau of Education for the Handicapped
58. **Gifted and talented children (13.562).** To develop programs for gifted and talented children: to train teachers and leadership personnel for these children	Education Amendments of 1974, Special Projects Act, Sec. 404	2,560,000	State and local education agencies, higher education institutions, appropriate nonprofit institutions or agencies	OE Bureau of Education for the Handicapped
59. **Handicapped regional resource centers (13.450).** To establish regional resource centers that advise and offer technical services to educators for improving education of handicapped children	Education of the Handicapped Act, Part C, Sec. 621	9,750,000	Higher education institutions, state education agencies, or combinations of such, including local education agencies	OE Bureau of Education for the Handicapped
60. **Information and recruitment (13.452).** To encourage recruitment of educational personnel into special education, to disseminate information, to provide referral services for parents of handicapped children	Education of the Handicapped Act, Part D, Sec. 633	1,000,000	Public or private nonprofit agencies, organizations, or institutions	OE Bureau of Education for the Handicapped
61. **Media services and captioned film loan program—research (13.446).** To provide for media research, development, training and services for the handicapped through grant or contract	Education of the Handicapped Act, Part F	19,000,000 (includes items 62-63)	Requests for proposals published in the *Commerce Business Daily;* grant announcements published in the *Federal Register*	OE Bureau of Education for the Handicapped
62. **Media services and captioned film loan program—film (13.446).** To advance the handicapped through media and technology, including a captioned film loan program for the deaf	Education of the Handicapped Act, Part F	(included in item 61)	State or local public agencies, schools, and organizations which serve the handicapped, their parents, employers, or potential employers	OE Bureau of Education for the Handicapped
63. **Media services and captioned film loan programs—centers (13.446).** To establish and operate centers on materials for the handicapped through contract	Education of the Handicapped Act, Part F	(included in item 61)	Requests for proposals published in the *Commerce Business Daily*	OE Bureau of Education for the Handicapped
64. **Personnel training for the education of the handicapped (13.451).** To prepare and inform educators of handicapped children and to ensure an adequate supply of personnel in this area through preservice and inservice training	Education of the Handicapped Act, Part D	45,375,000 (includes item 71)	State education agencies, higher education institutions, and appropriate nonprofit agencies	OE Bureau of Education for the Handicapped
65. **Preschool incentive grants (OMB Cat. No. not assigned).** To provide an incentive to states to serve and further develop services for handicapped children ages 3-5	Education of the Handicapped Act, Part B	15,000,000	State education agencies in states which provided preschool programs for handicapped children ages 3-5 in previous year	OE Bureau of Education for the Handicapped
66. **Regional education programs for the handicapped (13.560).** To make grants or contracts to publicly supported education institutions to develop and operate special education programs at vocational, technical, postsecondary, or adult levels for deaf or other handicapped persons	Education of the Handicapped Act, Part C, Sec. 625	2,400,000	Higher education institutions, junior and community colleges, vocational and technical institutes, and other nonprofit education agencies	OE Bureau of Education for the Handicapped
67. **Severely handicapped projects (13.568).** To meet education and training needs of severely handicapped children and youths by helping them become as independent as possible	Education of the Handicapped Act, Part C. Sec. 621 and 624	5,000,000	State departments of special education, education agencies, higher education institutions, public and nonprofit private agencies, professional organizations, and volunteer associations	OE Bureau of Education for the Handicapped
68. **State aid for programs for the handicapped (13.449).** To assist in initiation, expansion, and improvement of programs and projects for the handicapped at preschool, elementary, and secondary levels through grants to states and outlying areas	Education of the Handicapped Act, Part B, as amended by P.L. 94-142	465,000,000	State education agencies	OE Bureau of Education for the Handicapped
69. **State-supported school programs for the handicapped (13.427).** To strengthen programs for children in state-operated and state-supported schools	Elementary and Secondary Education Act, Title I, Sec. 121	121,590,937	Eligible state agencies	OE Bureau of Education for the Handicapped
70. **Supplementary educational centers and services, guidance, counseling, and testing for the handicapped (13.519).** To provide vitally needed educational services in support of local innovative and exemplary projects in guidance, counseling, and testing	Elementary and Secondary Education Act, Title IV-C	19,750,000[4]	State education agencies	OE Bureau of Education for the Handicapped
71. **Training of physical education and recreation personnel for handicapped children (13.451).** To train physical education and recreation personnel to work with the handicapped	Education of the Handicapped Act, Part D, Sec. 634	(included in item 64)	Higher education institutions	OE Bureau of Education for the Handicapped

PART E—For Developing and Strengthening International Studies Programs

72. **Consultant services of foreign curriculum specialists (13.440).** To bring foreign resource persons to the U.S. to assist in developing language and area programs pertinent to their home regions	Mutual Educational and Cultural Exchange Act and Agricultural Trade Development and Assistance Act (P.L. 83-480)	325,000	Accredited institutions of higher education, state departments of education, local public school systems, private nonprofit education organizations, or a consortium of any of these four	OE Division of International Education

TYPE AND PURPOSE OF ASSISTANCE	AUTHORIZING LEGISLATION	APPROPRIATION ($)	WHO MAY APPLY	WHERE TO APPLY
73. **Foreign language and area studies research (13.436).** To improve foreign language and area studies through support of research and studies, experimentation and development of specialized instructional materials	National Defense Education Act, Title VI	1,000,000	Higher education institutions, state education agencies, other organizations, and individuals	OE Application Control Center (information from OE Division of International Education)
74. **Group projects abroad for non-Western language and area studies (13.440).** To train U.S. education personnel abroad in language and international studies; to develop comprehensive language programs for U.S. institutions	Mutual Educational and Cultural Exchange Act and P.L. 83-480 (in excess foreign currency countries)	919,710	Colleges, universities, consortiums, local and state education agencies, nonprofit education organizations	OE Division of International Education
75. **International studies centers (13.435).** To upgrade training resources at centers for international studies, including foreign language and area studies	National Defense Education Act of 1958, Title VI	8,000,000	Higher education institutions	OE Division of International Education
76. **International studies programs, graduate and undergraduate (13.435).** To establish international studies resources at the graduate and undergraduate levels	National Defense Education Act of 1958, Title VI	1,440,000	Higher education institutions	OE Division of International Education
PART F—For Occupational, Adult, Vocational, and Career Education				
77. **Adult education (13.400).** To provide adult basic education programs up to 12th-grade competency	Adult Education Act	90,750,000	State education agencies	OE Division of Adult Education
78. **Bilingual vocational instructional materials, methods, and techniques (13.587).** To develop instructional materials and encourage research programs and demonstration projects to meet the shortage of such instructional materials available for bilingual vocational training programs	Vocational Education Act of 1963, Part B, subpart 3	(included in Group II, item 3)	State agencies, public and private educational institutions, nonprofit organizations, private organizations, and individuals	OE Application Control Center (information from OE Division of Research and Demonstration)
79. **Bilingual vocational training (13.558).** To assist in conducting bilingual vocational training programs so that vocational training programs are available to persons of limited English-speaking ability	Vocational Education Act of 1963, Part B, subpart 3	(included in Group II, item 3)	State agencies, local education agencies, postsecondary institutions, and other public or private organizations	OE Bureau of Occupational and Adult Education
80. **Career education (13.554).** To demonstrate effective methods and techniques in career education to develop exemplary models	Education Amendments of 1974, Special Projects Act, Sec. 406	10,135,000	State and local education agencies, higher education institutions and other nonprofit organizations	OE Application Control Center (information from OE Office of Career Education)
81. **Consumer and homemaking education (13.494).** To help states conduct training programs in consumer and homemaking education, especially in economically depressed or high unemployment areas	Vocational Education Act of 1963. Part A, subpart 5	40,994,000	Local education agencies	State vocational education agencies
82. **Indian education (13.536).** To provide adult basic education and GED programs for Indian adults	Indian Education Act (P.L. 92-318) Title IV, Part C	4,410,000	Indian tribes, organizations and institutions, state and local education agencies	OE Application Control Center (information from OE Office of Indian Education)
83. **Vocational education basic programs (13.493).** To maintain, extend, and improve vocational education programs, to develop programs in new occupations, to help states conduct vocational education programs of cooperative work-study arrangements, and to provide work opportunities for full-time disadvantaged vocational education students	Vocational Education Act of 1963, Part A, subpart 2	430,266,000 (includes item 84)	Local education agencies	State vocational education agencies
84. **Vocational education contract program for Indian tribes and Indian organizations (13.588).** To make contracts with Indian tribal organizations to plan, conduct, and administer programs or portions of programs authorized by and consistent with the Vocational Education Act	Vocational Education Act of 1963, Part A	(included in item 83)	Indian tribal organizations or Indian tribes which have contracted with the Secretary of the Interior for the administration of programs under the Act of April 16, 1974	OE Application Control Center (information from OE Division of Research and Demonstration)
85. **Vocational programs for persons with special needs (13.499).** To provide vocational education programs for disadvantaged persons who have not succeeded in regular programs	Vocational Education Act of 1963, Sec. 102(b)	20,000,000	Local education agencies	State vocational education agencies
86. **Vocational education—state advisory councils (13.500).** To advise the state board for vocational education on the development and administration of state plans; to evaluate vocational education programs, services, and activities	Vocational Education Act of 1963, Sec. 104	5,066,000	State advisory councils	OE Bureau of Occupational and Adult Education
PART G—For Desegregation Assistance				
87. **Desegregation assistance, grants to nonprofit organizations (13.528).** To promote aid for community-based special programs and projects in support of school district desegregation plans	Emergency School Aid Act, Title VII (P.L. 92-318)	17,200,000	State and local education agencies, public and private nonprofit organizations, institutions, or agencies and combinations of the above	OE Application Control Center (information from OE Division of Equal Educational Opportunity Programs)

TYPE AND PURPOSE OF ASSISTANCE	AUTHORIZING LEGISLATION	APPROPRIATION ($)	WHO MAY APPLY	WHERE TO APPLY
88. **Desegregation assistance, basic grants to LEAs (13.525).** To provide aid to desegregating school districts for educational programs	Emergency School Aid Act, Title VII (P.L. 92-318)	137,600,000	Local public school districts	OE Application Control Center (information from OE Division of Equal Educational Opportunity Programs)
89. **Desegregation assistance, pilot programs (13.526).** To help desegregating school districts provide special help in the form of unusually promising pilot programs to overcome minority group isolation	Emergency School Aid Act, Title VII (P.L. 92-318)	32,250,000	Local public school districts	OE Application Control Center (information from OE Division of Equal Educational Opportunity Programs)
90. **Desegregation assistance, bilingual programs (13.528).** To help desegregating school districts to provide bilingual-bicultural programs for children of limited English-speaking ability	Emergency School Aid Act, Title VII (P.L. 92-318)	8,600,000	Local public school districts and private nonprofit organizations	OE Application Control Center (information from OE Division of Equal Educational Opportunity Programs)
91. **Desegregation assistance, educational TV (13.530).** To develop and produce integrated children's educational television programs	Emergency School Aid Act, Title VII (P.L. 92-318)	6,450,000	Public or private nonprofit organizations, agencies, or institutions	OE Application Control Center (information from OE Division of Equal Educational Opportunity Programs)
92. **Desegregation assistance, special programs and projects (13.532).** To lessen minority group isolation by supporting efforts of special merit not funded under other parts of ESAA legislation	Emergency School Aid Act, Title VII (P.L. 92-318)	51,250,000	Local public school districts, public and private nonprofit organizations	OE Application Control Center (information from OE Division of Equal Educational Opportunity Programs)
93. **Desegregation assistance, civil rights training and advisory services (13.405).** To aid school districts in hiring advisory specialists to train employees and provide technical assistance in matters related to desegregation on the basis of race, color, religion, sex, national origin, or language deficiencies	Civil Rights Act of 1964, Title IV	34,700,000	Local education agencies, state education agencies, colleges and universities, and public or private nonprofit organizations	OE Application Control Center (information from OE Division of Equal Educational Opportunity Programs)
94. **ESAA evaluation (13.531).** To evaluate programs and projects under the Emergency School Aid Act	Emergency School Aid Act, Title VII (P.L. 92-318)	2,150,000	Private organizations, institutions and agencies, state education agencies, and higher education institutions	Requests for proposals published in Commerce *Business Daily*
95. **Magnet schools, university/business corporations (13.589).** To support magnet schools as a method of school desegregation, and to conduct education programs in cooperation with colleges, universities, and businesses	Emergency School Aid Act, Title VII (P.L. 92-318)	20,000,000 (includes item 97)	Local education agencies	OE Application Control Center (information from OE Division of Equal Educational Opportunity Programs)
96. **Neutral site planning (13.590).** For development of plans for neutral site schools to assist in school desegregation	Emergency School Aid Act, Title VII (P.L. 92-318)	(included in item 96)	Local education agencies	OE Application Control Center (information from OE Division of Equal Educational Opportunity Programs)

GROUP II: TO INDIVIDUALS—FOR TEACHER AND OTHER PROFESSIONAL TRAINING AND FOR STUDENT ASSISTANCE

TYPE AND PURPOSE OF ASSISTANCE	AUTHORIZING LEGISLATION	APPROPRIATION ($)	WHO MAY APPLY	WHERE TO APPLY
1. **Basic educational opportunity grants (13.539).** To provide financial assistance to undergraduate postsecondary students	Higher Education Act, Title IV	2,140,000,000	Postsecondary education students at eligible institutions	P.O. Box 84, Washington, DC 20044
2. **Bilingual education graduate fellowships (13.403).** To provide financial assistance to graduate students training to be bilingual education teacher educators	Elementary and Secondary Education Act, Title VII	5,000,000	Graduate students enrolled on a full-time basis in approved colleges and universities	OE Application Control Center (information from OE Office of Bilingual Education)
3. **Bilingual vocational instructor training (13.558).** To provide training for instructors of bilingual vocational training programs	Vocational Education Act of 1963, Part B, subpart 3	2,800,000 (includes Group I, items 78, 79; Group III, item 2)	States and public and private educational institutions	OE Application Control Center (information from OE Division of Research and Demonstration
4. **College Work-Study (13.463).** To promote part-time employment of postsecondary students in great financial need	Higher Education Act, Title IV-C	(see Group I, item 36)	Graduate, undergraduate, and vocational students enrolled at least half-time in approved institutions	Participating institutions (information from OE Bureau of Student Financial Assistance
5. **National direct student loans (13.471).** To provide low-interest loans to postsecondary students	Higher Education Act, Title IV	(see Group I, item 45)	Graduate and undergraduate students enrolled half-time	Participating institutions (information from OE Bureau of Student Financial Assistance
6. **Domestic mining and mineral and mineral-fuel conservation fellowships (13.587).** To assist graduate students in domestic mining and mineral and mineral-fuel conservation, including oil, gas, coal, oil shale, and uranium	Higher Education Act, Title IX, Part D	4,500,000	Advanced degree candidates	Participating institutions (information from OE Division of Training and Facilities)
7. **Education for the Public Service (13.555).** To attract and prepare students for entrance into state, local, or federal service	Higher Education Act, Title IX, Part C	4,000,000	Graduate students planning public service careers	Participating institutions (information from OE Division of Training and Facilities)
8. **Ellender fellowships (13.563*).** To assist the Close Up Foundation of Washington, DC, with its program for increasing understanding of the federal government among secondary school students and their communities	P.L. 92-506	750,000	Economically disadvantaged secondary school students; secondary school teachers	The Close Up Foundation, 1054 Thomas Jefferson Street NW, Washington, DC 20007

TYPE AND PURPOSE OF ASSISTANCE	AUTHORIZING LEGISLATION	APPROPRIATION ($)	WHO MAY APPLY	WHERE TO APPLY
9. **Fellowships abroad for doctoral dissertation research in foreign language and area studies (13.441).** To develop research knowledge and international studies capabilities for specialized, advanced work abroad	Mutual Educational and Cultural Exchange Act	1,085,290	Prospective college and university teachers of language and area studies	Graduate deans of participating institutions (information from OE Division of International Education)
10. **Fellowships abroad for faculty in foreign language and area studies (13.438).** To promote instruction in international studies through grants and faculty projects for overseas work	Mutual Educational and Cultural Exchange Act and PL 83-480 (in excess foreign currency countries)	640,000	Faculty in foreign languages and area studies	Institutions of higher education at which applicants are employed (information from OE Division of International Education)
11. **Foreign language and area studies fellowships (13.434).** To provide opportunities for graduate work in modern foreign languages and area studies	National Defense Education Act of 1958, Title VI	4,560,000	Graduate students of foreign languages and area studies	Participating institutions (information from OE Division of International Education)
12. **Guaranteed student loan program (13.460).** To provide low-interest insured loans to postsecondary students	Higher Education Act, Title IV-B	(private capital used for the loans)	Students accepted for enrollment on at least a half-time basis in an eligible postsecondary institution	Private lenders
13. **Indian education (13.560).** To assist Indian professional and graduate students in engineering, medicine, law, business, forestry, and related fields	Indian Education Act, Title IV, Part B, Sec. 423	1,320,000	American Indian students	OE Application Control Center (information from the OE Office of Indian Education)
14. **Librarian training (13.468).** To increase opportunities for training in librarianship through fellowships, institutes, and traineeships	Higher Education Act, Title II-B	2,000,000	Prospective or experienced librarians, information specialists, and paraprofessionals	Institutions of higher education, libraries, and library associations
15. **Media services and captioned films training grants (13.446).** To train persons in the use of educational media for the handicapped	Education of the Handicapped Act, Part F	(see Group I, item 61)	Persons who will use captioned film equipment	OE Bureau of Education for the Handicapped
16. **National teaching fellowships and professors emeriti (13.454).** To strengthen the teaching resources of developing institutions	Higher Education Act, Title III	(see Group I, item 33)	Highly qualified graduate students or junior faculty members from established institutions, and retired scholars	OE Division of Institutional Development
17. **Personnel training for the education of the handicapped (13.451).** To improve and increase the supply of education personnel trained to work with handicapped children	Education of the Handicapped Act, Part D	(see Group I, item 64)	Qualified individuals with varying levels of education	Participating institutions (information from OE Bureau of Education for the Handicapped)
18. **State student incentive grants (13.548).** To encourage states to increase appropriations for students or to develop such grant programs (grants are on a matching 50-50 basis)	Higher Education Act, Title IV	(see Group I, item 48)	Postsecondary education students	State education agencies (information from OE Bureau of Student Financial Assistance)
19. **Supplemental educational opportunity grants (13.418).** To assist students in exceptional financial need	Education Amendments of 1972	(see Group I, item 50)	Postsecondary education students	Participating institutions (information from OE Bureau of Financial Assistance)
20. **Teacher Corps project grants (13.489).** To improve the quality of instruction available to disadvantaged children	Higher Education Act, Title V	(see Group I, item 31)	Qualified graduate students with no full-time teaching experience	Participating institutions (information from OE Teacher Corps Office)
21. **Teacher Exchange (13.437).** To promote international understanding and professional competence by exchange of teachers between the U.S. and foreign nations	Mutual Educational and Cultural Exchange Act and P.L. 83-480	(operated with transfer funds from Department of State)	Elementary and secondary school teachers, college instructors, and assistant professors	OE Division of International Education
22. **Training of physical education and recreation personnel for handicapped children (13.451).** To train physical education and recreation personnel for the handicapped	Education of the Handicapped Act, Part D, Sec. 634	(see Group I, item 64)	Qualified individuals at undergraduate and graduate levels	Participating institutions (information from OE Bureau of Education for the Handicapped)
23. **Training for the disadvantaged—CLEO (13.556).** To provide opportunities for economically and educationally disadvantaged students to study and practice law	Higher Education Act, Title IX	1,000,000	Eligible students with a bachelor's degree who plan to study law	Council on Legal Education Opportunity, 818 18th St. NW, Suite 940, Washington, DC 20006
24. **Vocational education graduate leadership development awards (13.503).** To meet state needs for qualified vocational education personnel by making awards to vocational educators and institutions	Vocational Education Amendments of 1976, Sec. 172	1,650,000	Current and prospective vocational educators	OE Office of Vocational Education Personnel Development
25. **Vocational education certification fellowship program (13.570).** To provide opportunities for previously certified teachers or skilled and experienced persons in business, industry, and agriculture to become vocational education teachers if there is such a need	Vocational Education Amendments of 1976, Sec. 172	1,850,000	Eligible vocational education teachers in overcrowded fields certified in the last 10 years, and other eligible noneducators who have been accepted by an approved teacher training institution	OE Office of Vocational Education Personnel Development

GROUP III: FOR RESEARCH

TYPE AND PURPOSE OF ASSISTANCE	AUTHORIZING LEGISLATION	APPROPRIATION ($)	WHO MAY APPLY	WHERE TO APPLY
1. **Bilingual education research, demonstration and evaluation activities (13.403).** (1) Review of existing language assessment practices; (2) establishment of range of entry-exit criteria for students in bilingual education projects; and (3) development of basic curriculum objectives for dissemination to the field	Elementary and Secondary Education Act, Title VII, as amended by P.L. 93-380	2,000,000	Public or private educational agencies, institutions or organizations	OE Office of Bilingual Education

TYPE AND PURPOSE OF ASSISTANCE	AUTHORIZING LEGISLATION	APPROPRIATION ($)	WHO MAY APPLY	WHERE TO APPLY
2. **Bilingual vocational instructional materials, methods, and techniques (13.587).** To develop instructional materials and encourage research programs and demonstration projects to meet the shortage of such instructional materials available for bilingual vocational programs	Vocational Education Act of 1963, Part B	(included in Group II, item 3)	State agencies, public and private educational institutions, appropriate nonprofit organisations, private organizations, and individuals	OE Application Control Center (information from OE Division of Research and Demonstration)
3. **Consumer education (13.564).** To support research and development and pilot projects designed to provide consumer education to the public	Elementary and Secondary Education Act, Sec. 811	4,068,000	State and local education agencies, higher education institutions, libraries, public and private nonprofit organizations	OE Office of Consumer Education
4. **Foreign language and area studies research (13.436).** To improve foreign language and area studies through support to research and studies, experimentation, and development of specialised instructional materials	National Defense Education Act, Title VI	(see Group I, item 73)	Higher education institutions, state education agencies, other organizations and individuals	OE Application Control Center (information from OE Division of International Education)
5. **Library research and demonstration (13.475).** To promote library and information science research and demonstration	Higher Education Act, Title II-B	1,000,000	Higher education institutions, and public or private agencies and organizations	OE Application Control Center (information from OE Office of Libraries and Learning Resources)
6. **Research and demonstration for the handicapped (13.443).** To improve educational opportunities of handicapped children through support of research development, demonstration and model program activities	Education of the Handicapped Act, Part E	20,000,000	Higher education institutions, state or local education agencies, public or private educational or research groups	OE Application Control Center (information from OE Bureau of Education for the Handicapped)
7. **Strengthening research library resources (13.576).** To promote research and education of higher quality throughout the U.S. by providing financial assistance to major research libraries	Higher Education Act, Title II-C	5,000,000	Qualifying public or private nonprofit library institutions	OE Office of Libraries and Learning Resources
8. **Vocational education program improvement and supportive services (13.498).** To conduct applied studies and development in vocational education	Vocational Education Act of 1963, Part A, subpart 3	107,567,000	State education agencies, higher education institutions, public and private agencies and institutions, local education agencies, and individuals	OE Application Control Center (information from OE Division of Vocational and Technical Education)
9. **Women's educational equity program research (13.565).** To support development and implementation of programs which contribute to women's educational equity and have a possible national impact	Education Amendments of 1974, Special Projects Act, Sec. 408	(see Group I, item 21)	Public agencies, private nonprofit organizations, and individuals	OE Women's Program Staff, Office of the U.S. Commissioner of Education

GROUP IV: FOR CONSTRUCTION

1. **Public schools (13.477).** To aid school districts in federally impacted areas in providing minimum school facilities and to aid school districts suffering disaster damages	School Aid to Federally Impacted and Disaster Areas (P.L. 81-815)	30,000,000	Local school districts	HEW Regional Offices (information from OE Division of School Assistance in Federally Affected Areas)
2. **Vocational facilities (23.012).** To construct area vocational education facilities in the Appalachian region	Appalachian Regional Development Act of 1965	(operated with transfer funds from Appalachian Regional Commission)	State education agencies in the Appalachian region	State Directors of Vocational Education

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[1] Refers to identifying number as it appears in the Office of Management and Budget Catalog of Federal Domestic Assistance. Where asterisk (*) appears, the identifying number is not official, but for OE's internal use only.

[2] Amounts shown represent advance funding from FY 77.

[3] Administered by the Assistant Secretary for Education, another component of the Education Division.

[4] Included in the total of $197,500,000 available for Educational Innovation and Support (Group I, item 5), of which approximately ten percent is set aside for the handicapped.

BIBLIOGRAPHY

Annotations are included to assist you in your reading selections. Much of the literature documents the implementation of existing teacher centers or inservice projects that had short-term funding. A survey of the literature will provide a framework for the interpretation of the federal teacher center legislation.

The following subject is suggested for easy reference in note taking and organizing a teacher center reference library. The U.S. Office of Education Teacher Center Reference Library materials will be organized along similar lines.

1. System-wide overviews
   a. National
   b. State
   c. Local
2. General (covers many aspects of centering)
3. History
4. Philosophy/Rationale/Theory
5. Organizational Structures
6. Management/Staffing Patterns
7. Program/Curriculum Development
8. Participation Incentives
9. Governance
10. Finance/Support Systems
11. Evaluation/Assessment
12. Research

You will find that as your project takes shape and you begin to articulate ideas to interested persons, the notes will provide ready references to support your statements.

MICROFICHE COPIES OF ALL REFERENCES LISTED IN THIS BIBLIOGRAPHY FROM THE ERIC SYSTEM ARE AVAILABLE ON LOAN FROM:

AFT Teacher Center Resource Exchange
11 Dupont Circle
Washington, D.C. 20036

ERIC Numbers are included for convenience when ordering.

Copies of ERIC documents are available for purchase from:

ERIC Clearinghouse on Teacher Education
Number ONe Dupont Circle
Washington, D.C. 20036

ANNOTATED

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Bibliographies

Crum, Mary F., ed. Teacher Centers, March 1977. Bibliographies on Educational Topics No. 6. Bureau of Occupational and Adult Education (DHEW/OE). Washington, D.C.: Division of Educational Systems Development, ERIC Clearinghouse on Teacher Education, March 1977. ED134556. *

This bibliography reflects the teacher center experience of the past several years and provides a reference pool for those interested in developing and/or improving teacher center programs. The materials cited are listed alphabetically by author and cover many different aspects of centering, including something of the experience in several other nations. Most of the publications cited were written during the past five years, but older documents have been included if they address high priority teacher center issues or represent benchmark studies or statements. A subject index cross-references the citations under 29 major topics. Standard bibliographic citations have been supplied for all materials. Citations of documents announced in ERIC's journal of abstracts, Resources in Education, are followed by an ED accession number; an EJ number follows journal articles announced in Current Index to Journals in Education. Most ED entries are available from the ERIC Document Reproduction Service; a current order form is included. Items generally were not included unless they could be obtained either as study documents or for permanent collections. Some of the main sources for the documents are identified in Appendix A. Appendix B lists periodicals found to be helpful to those interested in teacher centers.

Harris, Shirley, ed. Teacher Centers: A Reading Resource Guide. Springfield: Illinois Office of Education, Teacher Center Communication Program, March 1977.

A comprehensive listing of resources on teacher centers through March 1977. The publication includes numberous publications not cited in other bibliographies. This guide was prepared for the Teacher Center Communication Program and is available through the Illinois Office of Education.

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* This work is included in the Commissioner's Report On The Education Professions 1975-76...Teacher Centers. U.S. Government Printing Office, 1977. pp. 164-203.

General

Andrews, L.O. "Student Teaching as a Springboard for Inservice Education." In Theory into Practice, 14, no. 1, February 1975, pp. 11-19.

Ways in which student teaching and inservice and preservice teacher education can be made into a continuum of teacher education services, especially for vocational education teachers are explained. EJ143869.

Azuma, Hiroshi. "Innovation in In-Service Education and Training of Teachers —Japan." Paper presented at the OECO-NIE seminar on INSET, Philadelphia, Pennsylvania, June 27-July 2, 1976. Paris: OECD, Centre for Educational Research and Innovation, 1976. ED126036.

This report addresses the issue of inservice training of teachers in Japan. Part One is a formal overview of the policy and activities of the Minister of Education regarding inservice education and training of teachers (INSET). It discusses the concept of inservice education and training, states specific examples—the National Training Course for Educational Personnel and the Teachers' Overseas Inspection Program, discusses the ways and merits of inservice education, and talks about teacher supply and demand. Part Two presents several cases of INSET in detail to give actual accounts of their functioning. In this section, short overseas tours for study and observation are presented along with activities of educational research and training centers, a description of school-based research projects, and a description of the audiovisual educational center.

Barbour, Chandler, ed. Idea Book for Supervisors of Student Teachers. Maryland: Towson State College, 1976. ED141318.

This booklet is a compilation of articles by educators who are, or have been at one time, coordinators of teacher education centers. The contributions are organized into three sections. The first deals with organizational arrangements in centers. The second section describes innovative ideas that can be used to make centers more effective. In the third section, challenges facing coordinators of teacher centers and suggestions for future improvements are discussed.

Beach, Don M., and Mosley, Jo. "A Base for Building Professional Competence: The Fort Worth Teacher Center." Paper presented at the annual meeting, Association of Teacher Educators, Atlanta, Georgia, February 2-5, 1977. ED135747.

This document presents an overview of the objectives, organization, and modes of university participation in the Fort Worth, Texas, Teacher Center. The Center was initiated with four objectives in mind: (1) to improve both participating schools and the education of teachers through field-oriented experiences; (2) to develop a viable educational enterprise involving a public school district, an educational service center, teacher training institutes, and the community; (3) to set up a plan for curriculum and staff development; (4) to develop a program for integrating the Professional Competence in Teaching concepts. The Center operates through an Advisory Council composed of representatives of the Fort Worth School District, Professional Teachers Association, classroom teachers, mayor's council, community members, higher education institutes, and student teachers. The Center serves in a cooperative capacity to improve teacher education through preservice and inservice meetings. University participation includes the placement of several hundred students in community classrooms in observation, volunteer worker, and teacher aide positions, and also through university classes meeting in the school buildings, utilizing local teachers as resource persons. Appended to the paper is a diagrammatic representation of the organization, membership components, and field activities.

Belangen, Maurice. "Innovation in In-Service Education and Training of Teachers—Canada." Paris: OECD, Centre for Educational Research and Innovation, 1976. ED 126045.

Innovation in inservice education and training of teachers of teacher education in Canada and by means of two case studies of INSET programs—Perfectionnement des Maitreseen Mathematiques (PERMAMA) and the Atlantic Institute of Education (AIE). It is stated that, at present, most INSET activities fall into two large families. First, there are those activities planned and carried out by Ministries of Education either regionally or locally. This family has an incredible variety of approaches to teacher education; it is almost impossible to describe and assess its programs because they occur in ten different provinces without a unifying central agency. The second family of INSET activities is those that are either university based or related. PERMAMA and AIE were chosen as representative of this family. Both programs contain several aspects that may be pointing to future directions in INSET in Canada. These aspects are offered as tentative conclusions to this examination of INSET: (1) INSET planners must shift the center of focus to the teacher-on-the-job and make every attempt to understand the problems teachers face in today's schools; (2) INSET is basically a curriculum problem where the learners are teachers; (3) teacher education seems to have been largely concerned with producing teachers as technicians in the transmission of knowledge; (4) in education, including INSET, we are still living off the 19th century—its schools, its educational laws, its systems of beliefs, attitudes and values, and its educational structures.

Bell, Harry H., and Peightel, John W. "What Is the Role of Higher Education in Teacher Centers?" In Teacher Educator, 12, no. 1, Summer 1976, pp. 5-9. EJ152521.

University-school system cooperation in the formation of teacher centers has benefits for both parties—the school system can use the university resources, educational materials, research facilities, and scholarly expertise, while providing to the university training sites and field-based research opportunities.

Blanc, Michel. "The Political Role of A.V.L.A. in Modern Language Teaching." In Audio-Visual Language Journal, 15, no. 1, Spring 1977, pp. 112-115. EJ164455.

Problems of turning theory into practice have made it difficult to apply research finding to language teaching. The student variable factor calls for knowledge of theory and flexibility in the teacher. It is the function of the AVLA to bring research findings together and make them available to language teachers.

Boeder-Rijdes, Elisabeth S. See Deen, Nathan.

Bolam, Ray, and Porter, James. "Innovation in In-Service Education and Training of Teachers—United Kingdom." Paris: OECD, Centre for Educational Research and Innovation, 1976. ED126043.

This report on the inservice education and training (INSET) of teachers in England and Wales has two purposes: (1) it describes and critically analyzes five major, significant, and potentially adaptable innovative INSET practices; and (2) it relates these five case studies to the national INSET context and explores some of their implications for the future of INSET nationally and internationally. Section One talks about the development of INSET, previous programs leading up to its establishment, present functioning and objectives, and outlines the contextual framework for INSET innovations. Five case studies of innovative approaches to INSET in England and Wales are presented in Section Two. They include: Teacher Induction Pilot Schemes Project; Colleges of Higher Education and INSET; INSET at a Distance; the Open University; Local Curriculum Development and INSET; and School-Focused INSET. The final section identifies some of the major issues arising from the first two sections and explores their implications for INSET policy in England, Wales, and elsewhere. A bibliography is included.

Bown, Oliver H., and Rutherford, William L. "Towards Functional Proservice Teacher Education Centers; Human Interactions in Program Development." Washington: ERIC Clearinghouse on Teacher Education, 1976. ED133297.

This paper focuses on the preservice teacher education center, particularly on those which encourage the optimal use of college and school personnel and resources in the field-based aspects of teacher education training programs. The paper is organized around five main topics. First, a brief historical view of the teacher center is presented. The second section scans the teacher center literature. The third section discusses emergent themes from the literature important in developing effective teacher education centers including discussion of such topics as: governance; the integration of college and school-based learning experiences; role changes; and teacher training and education renewal. The fourth section presents common problems in developing field-based teacher education. These problems specifically are related to the conventional roles played by the various participants in teacher education and the role conflicts that are experienced when more than structural or cosmetic program changes are attempted. The fifth section offers suggestions for consideration in the development and operation of a functional teacher education center. The suggestions give particular attention to the human factors involved in a teacher education center and the interplay between these and the many organizational features, distribution of responsibility, and procedures that are part of a teacher center. As a brief summary, advantages inherent in a successful implementation of a teacher education center are listed. A bibliography is appended developed by the authors from their own readings and from a computer search of the ERIC data base.

Boyle, Virginia, and Grinder, Robert E. "Teacher Centers as Viewed from the Classroom." National Council of States on Inservice Education. Syracuse University. In Inservice, March 1978, pp. 7-10.

The article states that teachers possess a broad range of staff development interests that teacher centers must address. The authors conducted a survey of eight schools which included a sample population representing teachers from urban, suburban, and rural areas. Data gathered from this study gives further insight into the interests, motivations, and circumstances that will affect teachers' participation in teacher center activities.

Bronaugh, Juanita. "The Multicultural Center: An Innovative Inservice Program." In Phi Delta Kappan, 59, no. 3, November 1977, pp. 204-205. EJ167842.

Describes a program in which resource teachers train other teachers in developing interpersonal skills that will foster better relationships among teachers, parents, and students of different racial and ethnic backgrounds.

Burrell, David. "The Teachers Centre: A Critical Analysis." In Educational Leadership 33, no. 6, March 1976, pp. 422-7. EJ149013.

The basic functions of teacher centres now are to help teachers in curriculum development and solving classroom problems, to serve as information centres, to back up resources of schools, and provide social and professional interchange between teachers; it is hoped they will grow to provide broader views of the philosophy and practice of teaching.

Buxton, Amity P. "Teacher Centers in Japan." In Educational Leadership, 34, no. 3, December 1976, pp. 183-189. EJ150144.

An observer of Japanese teacher centers reports on their purpose, scope, and activities—using British and American centers as a frame of reference.

Buxton, Amity P. "Teachers' Active Learning Center (TALC): A Case Study." In Educational Leadership, 33, no. 6, March 1976, pp. 428-33. EJ149014.

Inspired by study of British teacher centres, an active learning center was developed based on the belief that emphasis on needs of individual teachers and voluntary teacher involvement in designing programs would lead to progress and classroom changes by providing practical group studies in a nonevaluative supportive atmosphere.

Caldwell, Robert M. "The Acquisition of Specific Teaching Behaviors Through a Teacher Center Consortium and the Effects of Those Behaviors on Pupil Perceptions of the Learning Environment." Paper presented at the Annual Meeting, American Educational Research Association, New York, New York, April 4-8, 1977. April 1977. ED139741.

Based upon the data collected in this research into the effectiveness of the consortium approach to preservice teacher education, such an approach does not seem to offer any special advantages in the acquisition of teaching skills, but did seem to have some positive attitudinal effects and certain benefits for each consortium participant not to be found in traditional preservice programs. Seventy-two preservice teachers in field-based programs in the Dallas Independent School District formed two control and two experimental groups, with the experimental groups receiving extensive consortium-based training in the competencies specified in the Competency Indicator Scale. Training was later extended and reinforced through videotape feedback and supervision. Performance data drawn during and after the subjects' eight-week student teaching experience revealed: (1) no statistically significant difference in posttest achievement on the acquisition of teaching competencies between control and experimental groups; (2) no statistically significant difference in the extent of observable specified teaching behaviors; and (3) no significant difference in the way elementary or secondary students perceived the performance of the experimental or control groups. Appendixes include (1) a model of instruction; (2) a listing of Dallas Teacher Center Competency Clusters; (3) the Competency Indicator Scale; and (4) student-rating questionnaire on student teacher performance.

Caldwell, Robert M. "The Teacher Center: British and American Perspectives." Paper presented at the Annual Meeting of the Association of Teacher Educators, Las Vegas, Nevada, January 31-February 3, 1978. January 1978. ED151343.

The author reports on a semester-long study of British teacher centers, an examination that includes purposes, structure, and administration of the British models, and a comparison of these models to current efforts in the establishment and operation of teacher centers in the United States. From the research undertaken, it is concluded that: (1) the British "model" exists in reality only to the extent that British educators agree on the basic purposes of teacher centers; otherwise, generalization is not possible; (2) the British model gives more responsibility for inservice education to practicing teachers; (3) the British utilize teacher centers less for preservice work than U.S. centers, and they have little intention of using them as vehicles for certification. The body of the document elaborates on these three conclusions by describing: (1) basic purposes of British teacher centers; (2) curriculum development functions, their sources, and objectives; (3) differences between American perceptions of British teacher centers and the actual situations; and (4) characteristics of successful centers in Britain. It is noted that the opportunity for American education to emulate British successes and avoid British shortcomings in teacher center development depend to a large degree on America's understanding of both the similarities and differences in British and American concepts of the movement.

Caldwell, Robert M., and Childs, Harold. "Acquisition of Specific Teaching Behaviors Through a Teacher Center Consortium." Paper presented at the 57th Annual Meeting of the Association of Teacher Educators, Atlanta, Georgia, February 2-5, 1977. February 1977. ED137225.

Shared responsibility between school districts and universities for training teachers in large metropolitan school districts seems to offer advantages over the traditional preservice education curriculum. Seventy-two preservice teachers were selected from six universities participating in a consortium teacher center program. Each student teacher was randomly assigned to either an experimental or a control group. The experimental group was provided with training implemented through the teacher center aimed at developing teaching skills that contribute to the creation of a positive learning environment. The control group received no such training and proceeded instead through the teacher preparation curricula provided by their respective organization. A competency Indicator Scale was used to observe teaching behaviors directed at developing affective outcomes in learners. Based on the data collected, the teacher center consortium did not seem to offer any special advantages to helping preservice teachers acquire and demonstrate specialized teaching skills. The cooperative teacher center effort, however, did seem to have positive effects on the program participants. (A discussion of the Dallas Teacher Education Center is included.)

Canadian Teachers' Federation, Ottawa. Continuing Education for Teachers - Issues and Strategies. Proceedings of the 1975 Conference on Teacher Education, Vancouver, British Columbia, May 5-7, 1975. Vancouver: British Columbia University, May 1976. ED126084.

Continuing education for teachers was the theme for the University of British Columbia Conference on Teacher Education, chosen because of growing concern with the question of what forms continuing education should take once all teachers hold degrees. The conference did not attempt to provide definitive answers to the questions: Is graduate study the only appropriate path to professional improvement? What new structures must be built, and what older structures altered to accommodate needed changes in continuing education for teachers? It did, however, open for discussion the issues and problems in continuing education and the strategies and delivery systems that are currently being tested. Conference topics included: continuing education for teachers—an unromantic view; the teacher association view; stragegies for improving continuing education for teachers; readiness for teachers' centers; program development by teachers as a strategy for continuing education; recommendations for facilitating teacher learning; research, scholarship, and the continuing education of teachers; the open access study plan; developing short courses for teachers; continuing education diplomas; continuing education for teachers in rural settings; getting resources to teachers; and the who, what, and how of continuing education.

Career Awareness Resource Center. *Final Report*. Beaverton: Beaverton School District 48, February 1, 1976. ED127484.

The process used to develop a cataloging and retrieval system for career awareness materials is presented in this project report. It is noted that the system would enable teachers to request materials from a resource center under a wide variety of classifications which complement many different teaching approaches. The procedures and outcome for developing a catalog of career materials, evaluating the materials, and devising a method for circulating materials for teacher use are outlined. Appendices include: (1) personnel involved in the project; (2) guidelines for establishing a resource center; (3) materials evaluation form; (4) systems evaluation report; (5) Career Awareness Resource Materials Catalog, which lists the names and addresses of 48 publishers and includes an annotated bibliography; (6) report of teachers' evaluation of a trial career resource catalog; (7) sample interview questions about career resource catalog use, and (8) teacher comments from the career awareness resource catalog interviews.

Collins, James. "Teacher/Teaching Centers and the Education of Teachers." *Dimensions of Inservice Education: The Texas Teacher Corps Experience*. San Antonio: Trinity College, May 1978.

A study of the potential influence teacher controlled teacher centers will have on inservice education.

Coleman, Peter. "Professional Development: A Status Report." Paper presented at the Work-Study Symposium of the Ontario Institute for Studies in Education, Northwestern Centre, Thunder Bay, Ontario, April 12, 1976. ED147938.

Sections of this paper deal with the place of inservice teacher training in the total teacher training pattern, the purposes of inservice training, the politics determining which institutions govern inservice programs, the approaches to planning activities, and the content of programs. Among the general principles espoused are that the training of teachers should be planned as a continuum in which aspects of the training are conducted when and where appropriate; the notion that professional development is concerned with teacher growth is more acceptable and more general than the notion of correcting defects; teacher/school district control of inservice programs is recommended; institutional planning systems are in general preferable to ad hoc systems because they provide for a broader range of programs and for continuity; and seeking an acceptable balance between system and teacher needs, via an objective and precise diagnostic system, is essential if the overall objective of improving instruction is to be met.

Cooper, James M., and others. "Specifying Competencies for School Based Teacher Educators Through Task, Conceptual, and Perceptual Analyses: School Based Teacher Educators, Number 7." Paper prepared as part of the project, Improving the Competence of School Based Teacher Educators Through CSTE Training and Credentialing Systems. Houston: University of Houston, 1976. ED131039.

The School Based Teacher Educators Project (SBTE) had as one of its major goals the development of a set of competency specifications for the role of school based teacher educators. This paper describes the process that was used to identify the competencies. A number of different approaches which have been advocated by various educators for identifying the competencies include some type of role or task analysis, review of literature advocating new functions for the roles. The competencies presented in this paper were identified through the following process: (1) a comprehensive review of the literature related to inservice and preservice education which provided the basic information on the functions and tasks of the school based teacher educator's role; (2) interviews conducted with 19 supervisory personnel representing five school districts provided practicing professionals' perceptions of the school based teacher educator role; (3) an initial list of competency statements was drawn, and to further analyze and validate the list, an external expert review was organized and conducted; (4) competency statements were again reviewed and revised several times. This paper concludes with a list of 20 competency statements along with the remark that at the time of the paper's writing more specific competency statements were still being developed.

Curran, John. "An Analysis of the Opinions of Thirteen Client Groups Concerning the Harrison County Teacher Education Center." April 1976. ED124549.

This study is an analysis of the opinions of 13 client groups concerning the Harrison County Teacher Education Center (HCTEC) and is a sequal to a previous study. This study of 13 client groups about the perceived needs for the HCTEC; and (2) how do these client groups differ in their opinions of the needs of the HCTEC. The data was obtained from the answers to 34 questions given by the 13 client groups in the previous study. The Fisher Least Significant Difference Formula was used to analyze the data. The results of this study revealed that the existence of a center to perform a wide variety of important functions in Harrison County's educational structure elicited a strong, positive reaction from all groups surveyed. Further, there was a strong homogeneity among all groups, indicating unanimity of opinion. The most notable exception to this pattern were college supervisors. Those functions of a teacher center that elicited the highest and the lowest homogeneity are given. The author recommends that a larger, more comprehensive study be done, preferably one involving all seven centers in the state of West Virginia. Tables are included. Appended are the survey instrument used and a list of terms and their definitions.

Curran, John. "Harrison County Teacher Education Center Needs Assessment Survey: A Second Look." Paper presented at the 57th Annual Meeting, Association of Teacher Educators, Atlanta, Georgia, February 2-5, 1977. ED141310.

This paper contains an analysis of the data gathered from the 1975-76 Harrison County Teacher Education Center (HCTEC) needs assessment survey. The original study analyzed the opinions of 13 client groups concerning the HCTEC. The study concentrated on two major questions: (1) what are the opinions of the 13 client groups about the perceived needs for the HCTEC; and (2) how do these client groups differ in their opinions of the needs of HCTEC. The results of this study revealed that the existence of a center to perform a wide variety of important functions in Harrison County's educational structure elicited a strong positive reaction from all groups surveyed. Respondents to the original questionnaire suggested some changes in the questions. These suggestions were then reviewed by two out of state consultants who prepared a new survey. A strong continuity of results showed up in the comparison of results from the two surveys despite the changes in the instrument. The only new recommendation in terms of ongoing HCTEC programming concerns the pre-student teacher group. Some unfavorable perception of the center caused the new survey as reviewed, edited and revised by seven teacher education center directors.

Deen, Nathan, and Boeder-Rijdes, Elisabeth S. "Innovation in In-Service Education and Training of Teachers—Netherlands." Paris: OECD, Centre for Educational Research and Innovation, 1976. ED126040.

This report examines the innovations in inservice education and the training of teachers in the Netherlands. Section One deals with inservice education and training of teachers (INSET) in relationship to Dutch education. The Dutch educational system is discussed along with various aspects of teaching, issues pertaining to education, and the role INSET plays in the Dutch educational network. Section Two discusses and analyzes four case studies that have utilized some aspect of INSET activities. They include a television course, an experimental counselor training program at Utrecht University, the role of INSET in the creative arts, and a program for reorientation in mathematics teaching in vocational schools. Section Three proposes several conclusions in regard to the four case studies discussed in Section Two. It was also concluded that INSET has to be a voluntary act of the individual teachers in the Dutch school system and should not by any means be imposed upon them. An appendix contains a description of support (teacher) centers in the Netherlands.

The Detroit Center for Professional Growth & Development. *Manual: Program, Personnel, Policies*. Detroit: College of Education, Wayne State University, 1977.

Publication of the manual as well as other documents of the Detroit Center provides leaders in the teacher center movement with a comprehensive overview of the Center's purpose and operational guidelines. The center began operating in March 1976 and was the first Michigan state-supported professional development center established as a direct response to the challenge of improving student achievement through staff development. The document includes staff policies as well as copies of forms used. Schematic charts are included and give insight into governance procedures.

Devaney, Kathleen. "Feasibility Study for a National Information and Resource Sharing Agency Among Teachers' Centers: Final Report." San Francisco: Far West Lab. for Educational Research and Development, 1975. ED124544.

This report represents the record of project activity which has not already been detailed in the First Milestone Report of October 1974 and the second milestone project, "Exploring Teachers' Centers." The National Institute of Education Group on School Capacity for Problem Solving

(GSCPS) has conducted a survey to study grass roots teachers' centers as instances of locally generated and designed attempts to change schooling. A teacher center is defined as a program providing continuing education for practicing teachers (mostly elementary teachers), which aims to be responsive to teachers' own definitions of their continuing learning needs rather than to the imposed agendas of school administrators, college professors, or curriculum committees. This study recommends that the GSCPS bring these several strands of interested people together by establishing a small agency that could sustain the informal networking now existent. An exchange for and about teachers' centers should be designed not as a technical assistance agency but as a networking to perform the following functions: (1) collect, write, and circulate information about teachers' centers; (2) set up an information central to receive and respond to requests for information and to make referrals among people interested in teachers' centers; (3) arrange for and subsidize personnel exchanges and meetings among educators experienced in and interested in teachers' centers; and (4) document activities pursuant to the above functions and conduct research about the effects on networking and about teachers' centers as a form of inservice education. (A questionnaire and analysis of replies; a list of teachers' centers; and a report of networking documentation are contained in the appendixes.)

Devaney, Kathleen. "Surveying Teachers' Centers—from Grassroots Beginnings to Federal Support." San Francisco: Far West Lab for Educational Research and Development, 1977. ED151352.

This essay captures elements of the accumulated experiences of different teachers' centers and presents possible alternatives for efforts to establish new centers. Characteristics of a "typical" teachers' center are presented, according to origin, setting, facilities, program, governance, participation, and staff. Common differences between teachers' center programs and conventional school district/university inservice programs are noted, as well as the differences between teachers' centers and curriculum resource/media centers. The value of centers to teachers are expressed in terms of warmth, concreteness, and connection, opportunity for time and thought, and ingredients for successful innovation. The implied challenge contained in the Teacher Center Law for collaboration between centers and local school administration is examined. Bureaucratic concerns (governance, incentives, needs assessment, scale, pace) and nonbureaucratic concerns (leadership, teacher contributions, equality of participant status, informal assessment) are discussed.

Devaney, Kathleen. "What's a Teachers Center For?" In Educational Leadership, 33, no. 6, March 1976, pp. 413-16. EJ149011.

The basic purpose of helping teachers to enrich the curriculum of their own classrooms is a common bond between teacher centers where teacher participation and individualized training develop professional creativity, and emphasis is placed on the fact that the major influence upon children's schooling is the teacher.

Devaney, Kathleen, ed. Essays on Teachers' Centers. San Francisco: Far West Lab. for Educational Research and Development, 1977. ED150111.

This collection of essays on teacher centers reports the thinking of teachers' centers participants and leaders as they endeavor to improve, sustain, and extend their programs. While the function of teacher centers is, in a broad sense, to encourage teachers to continue to grow in their profession and remain open to new educational innovations, these essays enlarge on this theme with personal approaches to basic problems commonly faced by teachers. The value of sharing ideas and experiences with others in the same profession is underscored in this collection. The effect of teachers' centers in increasing self-esteem, confidence, and willingness to seek and share advice emerges as one of their major contributions to improving teacher performance.

Dhand, Harry, and Murphy, Michael J. "A Case for Teachers' Centres." In Education Canada, 17, no. 3, February 1977, pp. 18-21. EJ170990.

Teachers' centers encourage both local curriculum development and inservice education.

Dillon, Elizabeth A. "Staff Development: Bright Hope or Empty Promise? In Educational Leadership, 34, no. 3, December 1976, pp. 165-170. EJ150141.

Decreasing teacher turnover, public criticism of the school, and other factors are leading to new efforts in the area of staff development—many occurring at the local building level.

DiTosto, Evelyn. "Professional Development Centers: 'The Maryland Approach.' " Baltimore: Division of Certification and Accreditation, Maryland State Department of Education, 1976. ED129808.

This monograph on the teacher center movement in the state of Maryland is divided into four sections: (1) The Center Concept and Center Research; (2) The Center Coordinator, Catalyst in Professional Development; (3) Professional Development through Inservice; and (4) The Center and its Make-Up. The first article traces the development of the teacher center movement in Maryland, a cooperative venture by the Maryland State Department of Education, the Montgomery County School System, and the University of Maryland at College Park, which began in 1964 and continues to the present. Research findings about center operations at the University of Maryland are reported in relation to the basic question of whether or not there are observable differences between teachers who participate in the centers and those who do not. The role of the teacher center coordinator is seen as one of a catalyst, motivating the educators in the center until all objectives are achieved. Inservice programs in one teacher education center involving a junior and senior high school are described, and principles concerning inservice education derived from the center's activities are identified. A model for the articulation and integration of personnel needs through collaborative efforts of several centers in the inservice program is also presented. Other articles discuss the ways various centers operate on an extension of the concept of management by objectives; a center is viewed from the vantage point of an educator assuming various positions in the center; and a representative year's program is detailed. The final article addresses four functions for a center and reflects upon the future of the teacher center movement.

Drumm, George B. "The Center for Open Education: A Center Without Walls." In *Educational Leadership*, 33, no. 6, March 1976, pp. 441-3. EJ149016.

The Center for Open Education sends consultants to schools to work on-site with teachers; all personnel of the school are involved in planning inservice programs based on school needs; and through affiliation with the University of Connecticut, credit courses are available to participating teachers.

Estle, Margaret S., and Christensen, Cheryl R. "Teacher Centers and P.L. 94-142: A Unique Opportunity for Cooperation and Resource Utilization." September 1977. ED142536.

This document briefly examines the concept of "teacher centers," citing several definitions of the term based on functional emphases and preferences. A rationale for the existence of teacher centers includes the views that (1) fundamental reform in education must come from those charged with basic policy, and from teachers, (2) teachers are unlikely to change their ways of doing things just because they are told to, and (3) teachers will take reform seriously only when they are responsible for determining problems and needs, and for working toward solutions. The most urgent, current need in the teacher center movement is the training of teachers capable of bridging the theory-practice gap, particularly in areas relating to PL 94-142, requiring the provision of (1) inservice training for general and special education teachers, instructional and related services, and support personnel; (2) procedures ensuring a comprehensive staff development program to carry out PL 94-142 provisions, and (3) methods for the dissemination of information on handicapped child education methods.

Evans, Peter. "In-Service on the Spot." In *Times Educational Supplement* (London), 3180, no. 19, May 14, 1978. EJ144037.

Author reports on one school's attempt to become its own teachers' centre.

Fardig, Glen E., and others. *Guide to the Implementation of Performance-Based Teacher Education*. Columbus: Center for Vocational Education, Ohio State University, 1976. ED142715.

This guide is designed to present and deal with the major concerns of all those responsible for evaluating, installing, and maintaining a performance-based teacher education (PBTE) program. It is also intended, in a wider sense, for all who are interested in exploring the potential of performance-based education at any level and in any subject matter field. Systematically, the requirements for an optimal program are described and possible solutions to problems are presented. Wherever feasible, alternatives are given that may be adopted or adapted to suit a wide diversity of educational settings. Content is presented under the following headings: An Awareness Program for PBTE; Planning for Change or PBTE; PBTE Program Patterns; Selection of Teacher Competencies for the PBTE Program; Development of Instructional Materials; Instructional Program Management; Learning Facilities for PBTE; School, University, and Education Agency Coordination; Grades, Credits, and Recordkeeping; Certification for PBTE; Financial Support for PBTE; and Personnel Development for PBTE.

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Feaster, Anne, and Nutter, Barbara. "Graduate Credit Contract Course as a Flexible Model for Inservice Design." Paper presented at the 57th Annual Meeting of the National Association of Teacher Educators, Atlanta, Georgia, February 3-5, 1977. February 1977. ED141309.

The graduate courses and inservice teacher education workshops in Harrison County, West Virginia, serve as a flexible model for inservice design. The description presented in this paper incorporates the following components of the teacher center model: (1) semi-annual needs assessment; (2) broad course topics; (3) team teaching techniques; (4) number of class meetings; (5) blending of theory and practice; (6) field-based, problem-based project work; (7) planned time for sharing ideas; (8) cross-fertilization of personnel from public school, higher education and the state department of education; and (9) flexible scheduling. Charts illustrate the organizational structure and a brief evaluation of the project is offered.

Feiman, Sharon. "Evaluating Teacher Centers." In School Review, 85, no. 3, May 1977, pp. 395-411. EJ163861.

Considers what teacher centers actually are, what they do, what they are supposed to do, and how they are formed. Discusses three types of centers, their organizational structure and function, and the theory underlying them.

Feiman, Sharon. "Patterns of Teacher Behavior in a Teacher Center." In Interchange, 6, no. 2, 1975, pp. 56-62. EJ141926.

Data are presented on teachers' general patterns of physical and verbal behavior as observed in a Chicago teacher center.

Feiman, Sharon. "Teacher Curriculum Work Center: A Descriptive Study." Grand Forks: North Dakota Study Group on Evaluation, February 1975. ED127276.

This monograph is one of a continuing series initiated to provide materials for teachers, parents, school administrators, and governmental decision-makers that might encourage reexamination of a range of evaluation issues and perspectives about schools and schooling. This monograph is a descriptive study of the Teacher Curriculum Work Center, which opened in October 1972. It tries to capture the way of life of one functioning teacher center by exploring the viewpoints of various participants. The findings of the study are organized around the following topics, which head each of the eight chapters: (1) History; (2) Philosophy; (3) Setting/Environment; (4) People Who Use the Center; (5) Organizational Structure; (6) Program Highlights; (7) Teacher Behavior in the Center; and (8) Major Themes. Most of the empirical results are drawn from three sources: (1) sign-in/out forms; (2) personal data sheets filled out by visitors; and (3) observational data. In addition, all the Centers' written records were reviewed and taped interviews conducted with the staff. The chapters are preceded by an introduction and followed by appendixes that include: a sample of personal background forms; a map of schools the Center draws from; a sample of the Center newsletter; a list of workshop topics; a sample of sign-in forms; a sample of the observation form: and a bibliography.

Feiman, Sharon, ed. Teacher Centers: What Place in Education? Chicago: The University of Chicago, Center for Policy Study, 1978.

The volume contains the papers commissioned for the Seminar on Teacher Centers in June 1977, with the support of the Ford Foundation. Papers focus on "Perspectives of the Teacher Center Concept," "The European Experience," "Analysis of Issues," and "Discussion of Policies and Research." This exchange of views about teacher centers provided a forum for an examination of their implications for professional development. As teacher centers take new forms, they are likely to reflect a trend toward a greater role for teachers in shaping the content, the scheduling and the terms of their inservice education.

Friedman, John S. "Teachers Helping Teachers." In American Educator, 1, no. 4, December 1977, pp. 16-17.

Few teacher centers in the 1970's have been supported by teacher organizations and have served large numbers of teachers. The Detroit Center for Professional Growth, as described in this publication, is funded by the State of Michigan. In a period of one year, the center had a cumulative attendance of over 21,000. Being responsive to client needs and teacher involvement in governance are noted as ingredients that make this a successful teacher center.

Frith, Gred, and Wells, Fred. "The Alabama Learning Resource Center—Some Perspectives." Jacksonville: Jacksonville State University, Alabama, February 1977. ED135381.

The primary purpose of the Alabama Learning Resource Center is to keep special education personnel aware of current developments in instructional materials, media, and technology. A separate questionnaire was developed and circulated to each of three groups: special education teachers, university chairmen of special education programs, and coordinators of special education. The questionnaires used are not presented. However, teacher responses included: the names of the most used instructional materials by commercial name and by academic areas, their source of information for these materials, and the frequency of personal use of the Alabama Learning Resource Center. University chairmen responses included: the adequacy of methods courses to acquaint students with commercial aids, the geographic inaccessibility of learning centers for most students, and the frequent use of the Alabama Learning Resource Center as a major source of audiovisual aids. Coordinators of special education responses included: the need for learning center availability, the adequacy of instructional materials within a center, and the suggested percentage of budget that should be allocated to certain instructional materials. It was included that more services need to be offered to teachers, including equipment and materials training. It was also suggested that funding priorities be divided away from a centralized learning center and toward increasing accessibility to materials.

Goddu, Roland. "Teacher Role Group Response on Special Training Provided by Projects and Networks in 1975-1976." Durham, N.H.: New England Program in Teacher Education, August 1976.

This paper is a summative review of responses received from teachers who participated in Teacher Corps projects during 1975-1976. The survey sought to determine involvement by teachers in Teacher Corps training, planning, evaluation, work-related activities, network activities, and in decision-making about training events. In addition, teachers were asked to rate individual training events they attended during the year and indicate three things that should be modified to make Teacher Corps projects more effective. The survey elicited 54 responses, most of them indicating that: (1) teachers did not feel parity in decision-making; (2) they did not feel training programs were planned, implemented, or evaluated by them or for them; (3) they confused network and university support; (4) they sought improvement of skills to work with interns and other teachers towards improving teaching skills, curriculum, and the use of the school plant; 5) they felt projects were not planned, implemented, or evaluated with them; (6) they reported increased expertise in use of special education, reading, math, and other specific curriculum materials, and techniques in classrooms; (7) some expressed concern about community and parental involvement; and (8) a few were aware of the new demonstration focus in Teacher Corps projects.

Grinder, Robert E. See Boyle, Virginia.

Hall, Gene E. See Loucks, Susan F.

Hall, Gene E., and Loucks, Susan F. "The Present State of the Scene, in Texas Teacher Centers, With Special Attention to the Effects of the School-Based Teacher Educator Project." Austin: Research and Development Center for Teacher Education, Texas University, 1977. ED147261.

This document is a report on the activity of Texas Teacher Centers over a two-year period. The two-year study that this report is part of had as its focus assessing the activity of the teacher centers and the degree of awareness and use of concepts and products developed by the School-Based Teacher Educator Project. The stated goals of this project include developing a set of competency specifications for school-based teacher educators, training and recognizing experienced teachers for this role, and, in the process, encouraging cooperation among Texas teacher centers. Three questionnaires were sent to the centers over this period of time, and this report presents the results of the third questionnaire. Two basic questions, with several subquestions, were asked: (1) what is the present state of the scene in Texas Teacher Centers? and (2) What is the extent of dissemination of School Based Teacher Educator concepts and products twenty months after initiation of the Project? Replies to the questionnaire are tabulated and evaluated. A sample of the questionnaire is appended.

Hall, Gene, and Loucks, Sue. "Teacher Centers in Texas: The State of the Scene." School Based Teacher Educators, no. 4. Houston: Houston University Teacher Center, 1975. ED124514.

This study represents the first portion of a two-year program designed to gather baseline data indicating the present state of teacher centering in Texas. The questionnaire designed for the survey focused on three areas: (1) the organization and workings of the teacher center; (2) the communication paths and media within and between teacher centers; and (3) the training and credentialing of school-based personnel who work with preservice and inservice teachers. In order to select a representative sample to respond to the questionnaire, the 64 teacher center contact persons designated by the Texas Education Agency were asked to nominate then individuals. As a result, 513 questionnaires were mailed. Of these, 294 were returned. In terms of the findings of the study, teacher centers are dealing primarily with three areas: (1) procedures and practices related to student teaching, assignment of student teachers, and selection of inservice cooperating teachers; (2) undergraduate program designed to gather preparation programs; and (3) inservice-oriented staff development. Contact between teacher centers appears to be infrequent. Only 38 percent of the sample reported contact with another teacher center; 6 percent reported contact with as many as four. An issue of prime concern to teacher centers is the selection, training, and credentialing of individuals who work in the schools with preservice teachers. The large majority of teacher centers are involved in training supervising teachers. This is an important area that would profit greatly by communication among the centers.

Hammer, George, and Seabrook, Patricia. "A Business Education Career Model." In Balance Sheet, 58, no. 1, September 1976, pp. 8-9, 41. EJ145916.

Some specific elements of the model planning—a high school teacher center, business education teacher preparation, and high school/college articulation—are described in this article.

Harris, Shirley A. "The Teacher Center in Illinois: A Different Way to Grow." Bulletin no. 7421. Madison: Upper Midwestern Region Interstate Project, 1977. ED143625.

In this study teacher centers are explored as one successful approach to professional inservice training. A descriptive study of one teacher center and the observed behaviors of the teachers involved is presented as an example of the problems faced by a typical center and how they are overcome. Practical questions of developing a teacher center, funding, and evaluating its success in meeting the needs of those involved are discussed. The study concludes with an examination of the issues involved in the development of teacher centers and possible resolutions of these issues. Included in the appendixes are a list of Illinois teacher centers and a resource guide to articles on teacher centers.

Hasch, Peg. See Lickona, Tom.

Heidelbach, Ruth Ann. See Sunal, Cynthia Szymanski.

Henry, Claire. "The Administration Helps Teachers Make the Difference." In Journal of Reading, 20, no. 6, March 1977, pp. 508-12. EJ156955.

Describes the teacher's center created in the Memphis, Te-nessee, schools to provide inservice education on reading instruction.

Horwitz, Robert. See Levin, Corinne.

Hounsell, Dai, and others. Personnel in Education and Training: A Survey of the Potential Market for Educational Information Services. London: British Library, Research and Development Department, 1976. ED140807.

This report presents the results of a survey of personnel professionally employed in education and training within the United Kingdom in order to assess the potential market for information services in the field of education. The categorization of personnel is based on a two-dimensional matrix in which one axis represents employer or employing institution while the other represents occupational category. The main results of the survey for each of the occupational categories are presented in turn. Individual tables, accompanied by textual commentary, provide data on subcategories within the occupational groups. The totals derived from the individual tables are collated in a group table for each of the three occupational categories and then in a master table covering all occupational categories. Secondary or supplementary information which may be relevant to the planning of information services is also provided.

Houston, W. Robert, and others. "Credentialing School Based Teacher Educators: Bases for Decisioning." School Based Teacher Educators, no. 8. Paper prepared as part of the project improving the Competence of School Based Teacher Educators through CBTE Training and Credentialing Systems. Houston: University of Houston, 1976. ED131040.

The basic question addressed in this monograph is whether credentialing the preservice or inservice school based teacher educator is necessary and/or desirable. To study this question, a series of related issues were posed and investigated: (1) Is there a need for credentialing? (2) What institution would award the credential, and should recognition be local or statewide? (3) To what extent should individuals and institutions be required to participate in the credentialing system? (4) Would the credential be permanent or renewable? (5) What is the basis for the credential? (6) What procedures would determine the award of the credential? and (7) What would be the form of the credential? In Section 1, each of the above issues is discussed. Section II reports a study of professional perceptions concerning each of these issues gathered from 152 educators. Texas teachers, administrators, and teacher educators in Houston, Galena Park, Abilene, Waco, and Tyler responded to a survey that was completed as part of a regularly scheduled professional meeting. The state Teacher Education and Standards Committee also completed the survey. Section III reports on the deliberations of 85 educators at a state SBTE conference in the spring of 1976. Twelve small groups worked independently to design a system for credentialing SBTE. Each of these proposals is described with general conclusions. Appendix A concerns the Credentialing/Recognition System for School Based Teacher Educators; Appendix B, the Recognition of SBTE; and Appendix C, a Recognition System for SBTE.

Houston, W. Robert, and others. "School Based Teacher Educator Project: Report of First Year Activities, 1975-1976." School Based Teacher Educators, no. 9. Houston: University of Houston, 1976. ED131041.

The results of the research and planning activities for the first year's operation of the School Based Teacher Educator (SBTE) project are reported in this document. Two goals were established for the project. The first was to develop competency specifications and prototype training materials for the school based teacher educator. The second goal was to develop a cooperative network among Texas Teacher Centers for developing the SBTE role. Section I of this report explains the purpose of the project. Section II outlines the organization of the project as it works toward the second goal. The process for specifying competencies involved extensive analysis of the literature, interviews with persons engaged in SBTE, reactions of national experts and state educators, and considerations of clinical practice modes of operation; this process is summarized in Section III. The efforts of the Training Task Force in developing general guidelines for alternate procedures for preparing school based teacher educators are reported in Section IV. Section V explores the basic question of whether credentialing the school based teacher education would increase competency. The project evaluation is reported in Section VI. Section VII lists unpublished project documents that provide greater detail on each project activity. The Recognition System for SBTE is appended.

Houston, W. Robert, and others. "School Based Teacher Educator Project: Report of Second Year Activities, 1976-77." Washington, D.C.: Fund for the Improvement of Postsecondary Education (DHEW), 1977.

The goal of this project is twofold: first, to improve teacher education by developing a set of competency specifications for the role of school based teacher educators and developing a prototype set of training materials for this role; second, to develop a cooperative network among teacher centers for developing, training, and recognizing the competence of school based teacher educators. For the purpose of clarifying these goals, this document translates them into six specific objectives. These are: (1) specify competencies for school based teacher educators; (2) design a system to assess the demonstration of those competencies; (3) develop and test training systems for selected competencies; (4) survey interests and concerns of teacher centers regarding the school based teacher educator's competency demonstration; (5) organize a network of teacher centers for interaction with project activities; (6) involve selected teacher centers in prototype and field tests of school based teacher educator training systems. This report includes sections discussing the following topics in detail: (1) an overview of the project; (2) competencies, assessment, and resources for school based teacher educators; (3) instructional materials development (4) building an educational network; (5) external evaluation of the project; and (6) a bibliography of publications on the subject of school based teacher educators.

Howey, Kenneth R. "Putting Inservice Teacher Education Into Perspective." In Journal of Teacher Education, 27, no. 2, Summer 1976, pp. 101-5. EJ147303.

There is presently a great diversity of objectives within the concept of inservice teacher education; definite standards and guidelines are needed to give a better perspective on the basic goals of this kind of continuing education.

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Illinois State Office of Education. "Midwest Regional Teacher Center Conference Proceedings." Springfield: 1977. ED151301.

This document presents proceedings of the Midwest Regional Teacher Center Conference, designed to create an awareness of Illinois' teacher centers, as an opportunity for staff development for center personnel, and to provide a forum to explore the potential, rationale, evaluation processes, and vital issues of the teacher center concept. Presented in the document are reports on (1) an overview of center development, funding sources, and future plans in Illinois; (2) an explanation of the rationale behind PL 94-482 (the Teacher Centers Bill) and the role of federal and state agencies in its implementation; and (3) views on teacher staff development and inservice training, history and development of the concept, and political and educational factors responsible for the teacher center movement. The document also reports on (1) work being done in Illinois to coordinate inservice training opportunities for both regular and special education teachers in regional special education, gifted, and teacher centers; (2) implications of PL 94-142, Education for All Handicapped Children Act, and (3) studies of working models of various forms of teacher center operation and governance.

Jenkins, Kenneth D. "In North Carolina, It's Working." In Clearing House, 50, no. 6, February 1977, pp. 268-71. EJ161532.

Article is a description of the teaching centers established by Appalachian State University in concert with the public school systems in its region.

Joyce, Bruce R., and others. "Issues to Face." ISTE Report 1. Washington, D.C.: National Center for Education Statistics (DHEW), 1976. ED129733.

The Inservice Teacher Education (ISTE) Concepts Study gathered information from educational professionals and policy-makers. The resulting mass of information and concepts is presented in this overview of the nature of ISTE and its problems. The general structural problem of ISTE involves the interaction of several dimensions: (1) the governance system, composed of the decision-making structures which legitimize activities and govern them; (2) the substantive system, composed of the content and process of ISTE and that deals with what is learned and how it is learned; (3) the delivery system, including incentives, interfaces between trainees, trainers, and training and staff, which deals with motivation, access, and relevance to the role of the individual professional; and (4) the model system consisting of the forms of ISTE, ranging from sabbaticals abroad to intensive on-site institutes. These dimensions and their interaction are discussed.

Julius, Arline Kahn. "Britain's New Induction Plan for First-Year Teachers." In Elementary School Journal, 76, no. 6, March 1976, pp. 350-357. EJ143374.

This article describes a British program for new teachers during their probationary first year of teaching. The program established courses at teacher centers and provided teacher-tutors in a system that formerly gave no support to beginning teachers.

Julius, Arline. "British Teacher Centers: Practical Applications for America." In *Phi Delta Kappan*, 48, no. 3, November 1976, pp. 250-253. EJ148043.

Kaplan, Leonard. "Survival Talk for Educators—Inservice Training." In *Journal of Teacher Education*, 28, no. 2, March-April 1977. EJ163184.

The role and function of a college of education should continue to be analyzed.

Kemble, Eugenia. *At Last, Teacher Centers That Are Really for Teachers*. Washington, D.C.: American Federation of Teachers/AFL-CIO, AFT Teacher Center Advisory Group, 1977.

A discussion of the current trends in teacher center development and the impact of the new teacher center legislation. Teacher controlled inservice education will provide new opportunities for professional growth for teachers and the responsibility that teachers accept for improving the conditions for learning.

Kingery, Dwane. "Implementing the School Based Teacher Educator Program in Teacher Centers." Washington, D.C.: Fund for the Improvement of Postsecondary Education (DHEW), 1977. ED141293.

This report is designed to assist the personnel of organized teacher centers in instituting the School Based Teacher Educators program. The first section explores some basic assumptions and general principles underlying the concept of teacher centering as it is currently being employed, including collaboration, governance, societal role, diversity of opinion, goal specifications, career-long development, research efforts, etc. A standard definition of "teacher center" is offered, built on the premise of collaboration between various segments of the profession. The major members of a teacher center are identified and their roles discussed. An implementation plan is offered, devoted to suggesting objectives, action steps, and assessment procedures for each segment of a management plan: planning, organization, staffing procedures, governance, and evaluation. A selected bibliography of 24 items concludes the report.

Kirby, Dan. "How Do You Do It and Live To Tell About It? The University of Georgia Teacher Education Program in English. In *English Education*, 7, no. 4, Summer 1976, pp. 227-30. EJ144503.

A description and defense of a field centered approach to inservice teacher education.

Koopman, Elizabeth J., and others. "Staff Development: Selected Comments." In *Educational Leadership*, 34, no. 3, December 1976, pp. 171-176. EJ150142.

Excerpts from a few of the many papers submitted for inclusion in this issue.

Kreitzman, Ruth. See Lance, Jeanne.

Lance, Jeanne, and Kreitzman, Ruth. *Teachers' Center Exchange Directory*. San Francisco, Far West Lab. for Educational Research and Development, 1977. ED150112.

This directory has three major sections. The foreword is a brief essay describing the purpose of the Teachers' Centers Exchange, the "network" of teachers' centers, and the reasons for compiling and publishing this directory. The second section gives descriptions of 78 teachers' centers in the Exchange's network. These descriptions highlight each center's program, resources, staff, setting, participation, fees and credit, affiliation, support, decision-making, origin, and printed information about the center. The third major section is a list of curriculum publications and materials produced by center staffs or by teachers who work closely with centers. The list is annotated and organized by type of publication (e.g., newsletters and journals) or by curriculum area. The materials listed are available for purchase from the address given.

LaPoint, James D. "A Model for a Physical Education and School Health Education Student Teaching Center." ED137275.

A model student teaching center in physical education was developed in Minneapolis-St. Paul by representatives of the local school district and the University of Minnesota. Twelve advantages resulting from the student teaching program at the center are identified: (1) the curriculum is enriched through the improvement of equipment and resources; (2) student teachers brought new ideas to the center's staff; (3) many student teachers had areas of expertise which improved the center's program of instruction; (4) a more flexible program was offered due to the additional staff; (5) intramural and interscholastic athletic programs functioned more effectively due to additional coaching from the student teachers; (6) interaction with the student teachers encouraged the staff to reexamine their own teaching methods; (7) student teachers enhanced the teaching staff's enthusiasm and spirit; (8) seminar speakers kept the staff up-to-date on current issues and ideas; (9) the involvement with three levels of education enabled the staff to view curriculum in terms of progression and total content; (10) the student teaching program kept the staff in closer contact with the teacher education program at the University; (11) the center's physical education and health education department gained respect and recognition; and (12) the student teachers brought to the staff skills and expertise in new areas. Benefits to the University include: (1) excellent supervision for the student teachers; (2) a progressive program for the student teachers to become acquainted with on a first-hand basis; (3) observational opportunities for sophomore and junior education majors; and (4) assistance for seminars and speakers for curriculum classes.

Levin, Corinne, and Horwitz, Robert. "The Teacher Center, Inc. (New Haven, Connecticut): A Case Study. In *Educational Leadership*, 33, no. 6, March 1976, pp. 434-9.

This teacher-run center provides opportunity for teachers to share ideas and improve skills as well as serving as an information center including an extensive education library, summer workshops, an arts and crafts area, innovative displays of classroom materials, and advisory services to teachers and the community.

Lewis, Carol, ed. State Departments of Education and the New Teacher Centers Programs. Washington, D.C.: ERIC Clearinghouse on Teacher Centers Education, and USOE, Division of Educational Systems Development, March 1978.

This document supplements the publication of the official regulations of the Teacher Centers Program in the Federal Register, January 11, 1978, which is the only source of USOE policy on the Program. The booklet is meant only as an added resource for state education agency personnel but because it further delineates the guidelines, it can be a valuable resource. Discussion includes the role of the state education agency, most commonly asked policy questions and an annotated bibliography. The list of National Teacher Centers Program: State Coordinators, is provided for handy reference.

Lickona, Tom, and Hasch, Peg. "Research on Teachers Centers." In Educational Leadership, 33, no. 6, March 1976, pp. 450-5. EJ149019.

An evaluative study of teacher centers suggests that they make an impact upon classroom performance of teachers, improving their confidence and their relationship with pupils.

Linden, Glenn. "Multi-Institutional, Multi-Level Faculty Development Program." In Educational Horizons, 55, no. 2, Winter 1976-77, pp. 64-9. EJ161536.

Loucks, Susan F., and Hall, Gene E. "Texas Teacher Center Activities and Networking With Special Attention to School-Based Teacher Educator (SBTE) Activities: Part II. Austin: Research and Development Center for Teacher Education Texas University, 1976.

This document is the second in a series of evaluation reports by the Research and Development Center for Teacher Education at the University of Texas at Austin, assessing the state of teacher centering in Texas and the effects of the University of Houston's Project on School-Based Teacher Educators (SBTE), initiated to create a network of teacher centers in Texas to develop competency-based training materials and a credentialing system for school-based educators. In the present evaluation, questionnaires (mailed to the same individuals queried in the previous survey) solicited information on (1) on-going activities of Texas teacher centers affecting the SBTE project's goals; (2) extent of dissemination and diffusion; and (4) the state of networking among Texas teacher centers, especially with respect to the SBTE innovations. The data obtained serves to inform future decision-making by SBTE project staff and indicates to what extent the objective of involving teacher centers in an SBTE network are being met. The general conclusion is that the SBTE project has been so far successful in the development and use of diffusion strategies.

Loucks, Susan F. See Hall, Gene E.

Love, Theresa R. "The English Teacher and the Teaching Learning Center." In English Education, 7, no. 4, Summer 1976, pp. 236-44. EJ144505.

Lynch, James. "The Legitimization of Innovation: An English Path to 'Open Education.' " In International Review of Education, 21, no. 4, 1975, pp. 447-64. EJ141962.

A brief overview of the mainstream of development in English primary education in the last 10-15 years is presented and linked to broader educational developments that have facilitated the establishment of teacher centers.

MacLaren, Hannah. "The Teacher Curriculum Work Center, Chicago: A Case Study." In Educational Leadership, 33, no. 6, March 1976, pp. 444-6. EJ149017.

A small center stressing voluntary participation makes information available to teachers for improving sources and ideas for creation of their own curriculum materials, while programmed workshops supplement the work of the center by exploring single topics in depth.

Marks, Sue. "Teacher Time Press and a Teacher Education Center." In Illinois School Research, 12, no. 2, Winter 1976, pp. 9-18. EJ144021.

Positive feedback was received on workshops at a Teacher Education Center; however, the author consistently found low teacher participation at the workshops. Data was obtained connecting low attendance to demands on teacher time. This study investigates teacher time demands.

Martin, Anne. "Teacher Center Brookline—A Local Approach to Professional Development." In Journal of Teaching and Learning, 3, no. 1, June 1977, pp. 3-8. EJ164863.

Describing the organization and development of the Brookline Teacher Center in Massachusetts, this article points out the advantages of teacher centers and describes some of Brookline's funding problems.

Martin, Peter. "A Teachers' Center for Nine Rural Towns—Can Grassroots Grow From Seeds Planted on Top?" Teachers' Center Exchange Occasional Paper No. 2. San Francisco: Far West Lab. for Educational Research and Development, 1977. ED151132.

Funded through local resources and an ESEA Title IV-C Federal grant, Project RISE (Regional In-Service Education) is an inservice center serving teachers, administrators and support staff in public and private schools in east-central Connecticut. During the planning year, the professional growth needs of teachers of grades K-8 were assessed. Staff development "planning teams" were established at every school in a five-town region. These teams reviewed the needs assessment, cooperatively planned school-based programs to meet the expressed needs, and suggested programs appropriate for town-wide and regional presentation. Today Project RISE serves nine rural towns. RISE consultant/advisors are assigned to a limited number of schools, visiting approximately one-half day per week and/or as requested. The RISE Learning Exchange center is open for specific hours and has specific themes, people, projects and/or materials. Curriculum development is conducted at the regional level. Project RISE also helps teachers achieve their growth goals. More emphasis is placed on university and community involvement. Decisions are made by a teacher governing board, the school planning teams, the project director, a Teacher Advisory Board, and a Superintendents' Advisory Board. Project RISE's long-range plans are to meet the concerns of all groups—teachers, principals, superintendents, boards.

Massanari, Karl, and others. "Education Practice Needs a Firm Knowledge Base." In Teacher Education, 27, no. 4, Winter 1976, pp. 311-13. EJ149047.

To respond rationally to the challenges of the next decade, educational practitioners need a solid foundation of professional knowledge.

McKeegan, Hugh F. "Curriculum Development and Inservice Education in British Teacher Centers." Paper presented at meeting of the American Educational Research Association, New York , N.Y., April 4-8, 1977. Lewisburg, Pa.: Bucknell University, 1977. ED137292.

The objectives of this study are to determine the relationship of curriculum development and inservice activities in British teacher centers under real and ideal conditions, the effects of selected organizational variables on centers, and the degree of teacher involvement in programs. Data were collected from 58 teacher center directors and from visits to 18 centers. Priorities for curriculum and inservice activities differed significantly under real and ideal conditions. Work with individual teachers or schools was favored over national projects. Teacher involvement was related to certain center characteristics and other factors. Implications for the United States are discussed.

McNergney, Robert F. "Assessing Perceived Needs for Training Preservice Teachers, Inservice Teachers and Other Educational Personnel in Cooperative Teaching Centers." Paper presented at the annual meeting of the American Educational Research Association, New York, N.Y., April 4-8, 1977. ED135779.

The purposes of this study were: to measure the perceived needs for skill training of student teachers, public school teachers, and other educational personnel involved in teaching center activities; to see if some of these needs related to the same underlying concepts; and to profile individual teaching centers according to some of these underlying concepts or factors. Results indicated that subjects felt needs for training in individualizing, stimulation, communication, emphasizing affective growth and expression, supervision, and evaluation. Implications of the findings for supporting responses to individual teaching centers are discussed.

Meridian Municipal Separate School District. Teachers' Center Handbook, Grades 7-12. Meridian, Miss.: 1977. ED147289.

This document is a teacher-developed handbook to the Meridian (Mississippi) Public Schools' Teachers' Center. The materials contained in the handbook include: (1) steps involved in implementing the model; (2) organization charts; (3) center rationale and objectives; (4) teacher center tasks; (5) operation of the center in the areas of teacher renewal, educational reform, curriculum development, and dissemination; (6) organization and functions of a teacher center; (7) a subjective evaluation of the Meridian Teachers' Center; (8) basic economic concepts; and (9) a summary report of research design.

Miller, R.I., and others. "Teachers of Quality: Report of the Task Force on Teacher Education for Master Plan Phase IV." Springfield: Master Plan Committee, Illinois State Board of Higher Education, 1975. ED125409.

The Illinois Board of Higher Education (IBHE) study on teacher education is divided into four sections; (1) placing the problem of the ongoing need for teachers in perspective; (2) policy recommendations to the IBHE on relevant aspects of teacher education; (3) the rationale for recommendations made to the IBHE; (4) ideas and programs that could improve teacher education but would be appropriate as policy recommendations to the IBHE. The appendices contain the subcommittee reports and a national perspective on teacher supply and demand.

Mitchell, Leonard L. "Comparison of Center and Non-Center Placed Student Teachers in Their Opinions of the Student Teaching Experience." Association for Teacher Educators Research Paper submitted in 1975. ED131072.

This study was designed to determine if there were significant differences in the opinions of two groups of student teachers regarding their teaching experience. One group completed student teaching in a teacher/teaching center, the other completed student teaching outside of a teacher/teaching center. Their opinions were measured with 12 variables of the Purdue Student-Teacher Opinionaire, which was administered to all student teachers completing. Scores for both groups were analyzed by the use of the t-test, and pooled and separate variances estimates were obtained. The results of the study show significant differences in favor of the center student teaching group in four of the 12 variables measured: (1) school facilities and services; (2) student teacher rapport with the principal; (3) curriculum issues; and (4) student teacher rapport with the students. Significant differences in favor of the non-center group were found in relation to one variable only: student teacher rapport with other teachers. The data indicated no significant differences between the two groups on the remaining seven variables: (1) teaching as a profession; (2) student teacher rapport with university supervisor; (3) student teacher load; (4) satisfaction with housing; (5) professional preparation; (6) student teacher rapport with supervising teacher; and (7) community support of education. Eight recommendations for student teaching programs are offered in conclusion.

Morin (Alfred J.) and Associates. Evaluation and Audit of Career and Vocational Teacher Education Centers. Final Report. 1972-1973 School Year. 1974. ED140081.

The Georgia State Department of Education engaged in the development of three Career and Vocational Teacher Education Centers (located at the University of Georgia, Georgia State University, and Georgia Southern College) during the 1972-73 school year. Their primary purpose was to provide an interdisciplinary approach to their teacher education programs by offering more relevant short-term inservice training for teachers and administrators who were beginning to incorporate career education into their respective classrooms and schools. The centers presented workshops during the summer of 1972, provided technical assistance to school districts through onsite visits during the school year, and coordinated the efforts of their own institutional departments in terms of career education. In this final evaluation report, sections 1 and 2 describe the procedures used by the evaluation team in collecting and analyzing data obtained from the questionnaires mailed to both summer workshop participants and to nonparticipants. Sections 3 through 6 deal with data presentation, data interpretation, and evaluation findings on a component by component basis for each center. The data presentation and data interpretation for the questionnaire administered to superintendents and principals is described in section 7 along with the information obtained from the onsite interviews and related evaluation findings. Section 8 presents the major recommendations of the evaluation team based upon the evaluation findings.

Mosley, Jo. See Beach, Don M.

Mulhern, John D. "An Overview of Teachers' Centres in England and Wales." Paper presented at Teacher Centering: A National Symposium, Washington, D.C., May 23-26, 1976. ED127320.

Teachers' centers have been established in England and Wales for the purpose of curriculum development and inservice teacher education. The philosophical basis for the centers are the principles that the motive power in curriculum development should come primarily from local groups of teachers accessible should come primarily from local groups of teacher accessible to each other and that there should be effective and close collaboration between teachers and all those who are able to offer cooperation. The centers are controlled by teachers and supported by local tax money. The report highlights the current status and organization of teachers' centers at Cheshire, Cornwall, and Surrey; the stated purpose of the centers; and the types of centers. The future direction of the centers is discussed in light of the recommendations made by a Committee of Inquiry Into Teacher Education and Training (the James Report) and an official government White Paper.

Murphy, Michael J. See Dhand, Harry.

New England Program in Teacher Education. Helps for a Teacher Center Proposal. No. 169. Durham, N.H.: New England Program in Teacher Education, Pettee Brook Offices, 1977. 1977.

This guidebook is written to assist groups planning to create a responsive and efficient teacher center. It includes a general description of teacher centers, goal options, steps in setting up and staffing teacher centers, program management, and facility planning. Examples of work materials, equipment, catalogues, and curriculum materials are given. There is also an extensive bibliography of reading material on the subject. Budget preparation is discussed, and a plan for evaluation of the total teacher center is presented.

New York State Education Department. "A Demonstration of Individualized In-Service Education for Adult Basic Education Teachers. July 1, 1970—December 31, 1973." Final Project Report. Albany: Bureau of Basic Continuing Education, 1973. ED143773.

A project was designed to demonstrate that the inservice education of adult basic education teachers could be individualized. To accomplish this objective, the project (1) developed a self-instructional training course for teachers of English as a Second Language to adults, (2) used these course materials as the basis for training (on an individualized basis) over 600 teachers of adults in New York State, and (3) distributed nationally the self-instructional training course materials. The self-instructional nature of the training materials was designed to enable teachers to study on their own, working on individual needs, at their own rates of learning and at times of their own choosing. The materials were also designed to permit teachers to begin study at any point in the academic year. The first half of this document is the project report, which covers background information, objectives, procedures, conclusions, and recommendations. Appendixes comprise the second half and include project correspondence (used with teachers and to set up national dissemination), tables of contents from final versions of the training materials, selections from final versions of the training materials, and the national distribution pattern.

Nist, Joan Stidham. "Aspects of In-Service Education in England." Paper presented at the 57th Annual Meeting of Association of Teacher Educators, Atlanta, Georgia, February 2-5, 1977.

This paper outlines the growth and development of teacher centers in England. These centers grew out of a general dissatisfaction on the part of classroom teachers with existing inservice programs. It was the feeling that certain priorities for teachers were being overlooked, such as methods of dealing with learning difficulties, class organization, developing cirriculum, suing space wisely, finding new teaching materials and, in general, handling the day-to-day functions of the classroom. Out of these dissatisfactions the English teacher centers gradually took shape. Teachers felt the need to meet as equals for intellectual cross-fertilization, exchange of ideas and practices, and social relaxation. The English teacher center is a flexible and relaxed place on helping and supporting new teachers who are just beginning their classroom experience. The center has become, in effect, a special assisting branch of inservice education.

Nutter, Barbara. See Feaster, Anne.

Office of Education. State Departments of Education and the New Teacher Centers Program. Washington, D.C.: USOE, Clearinghouse on Teacher Education, Division of Educational Systems Development, March 1978.

Office of Education (DHEW). "Teacher Centers Program; Grant Requirements." Washington, D.C., 1978. 1978.

This document presents regulations regarding the implementation of certain sections of the Higher Education Act of 1965, as amended, and governs grants to local educational agencies to plan, establish, or operate teacher centers, and to institutions of higher education to operate teacher centers. The regulation also governs compensation to state educational agencies for services under the program. The document presents the purpose of teacher centers as understood by the legislation, an overview of the program and regulation, a summary of major issues, citations of legal authority, and the actual amendments to Title 45 of the Code of Federal Regulations regarding grants to the teacher centers program authorized by the Higher Education Act of 1965, as amended.

Office of Education (DHEW). Teacher Centers: Commissioner's Report on the Education Professions 1975-76. Washington, D.C.: Government Printing Office, 1977. HEW-oe-77-12012. ED150113.

This report on the education professions covers the current federally funded teacher centers, the antecedent Federal role in the development of teacher centers, and teacher center development in several other countries. It is divided into four major categories. Part one contains two articles—one on the history of the Federal role in the development of teacher centers, the other on the scope and rationale of inservice education and teacher centers. In the second part current efforts in teacher center development are discussed with descriptions of several active centers. The third section examines possible new directions for teacher centers. The final part consists of two appendixes: a comprehensive indexed bibliography and a directory of centers.

Oliver, James L. Staff Development: Or Gettin' the Act Together, What Are the Promising Practices and Potential Problems in California? Operations Notebook 20. Burlingame, Calif.: Association of California School Administrators, 1977. ED145584.

This "Operations Notebook" is written especially for administrators interested in and concerned about staff administrators interested in and concerned about staff development efforts. The publication attempts to answer such question as: What is staff development? Who should have it? Where is help available? What pitfalls should be avoided? In answering these questions the actions of Federal and State government and of colleges, universities, and county offices are examined; three studies on staff development are reviewed; descriptions of functioning programs are given; and the presentation one principal made to his staff in outlining a process plan for staff development is included.

Organization for Economic Cooperation and Development. New Patterns of Teacher Education and Tasks: Teachers as Innovators. Paris: 1976. ED133313.

This is a collection of six papers concerning teachers as innovators. The first is entitled, "The Types of Environment Most Likely to Favour the Active and Effective Participation of Teachers in Educational Innovation." It is concerned with the commitment of the teacher to permanent participation in the adaptation of the education system in the changing context of the professional activity of teaching. It answers two questions: (1) What structures of support and incentives will best help teachers to engage effectively in educational innovation? and (2) What mechanisms of participation, dialogue, and confrontation will best facilitate the implementation of education innovations. The second paper, "School-Based Curriculum Development and Teacher Education Policy" argues the case for school-based curriculum development, presents a model for school use of the curriculum development, presents a model for school use of the curriculum development process, discusses objections to and difficulties encountered in school-based curriculum development and the implications of school-based curriculum development for teacher education. The third paper is about "Teacher' Centres—Some Reflections on the British Experience." The fourth paper, "The Teacher's Role in Curriculum

Development: A French View," addresses the ambiguity of teacher education vocabulary and educational innovations. The fifth paper, "Teachers and New Teaching Techniques: Some French Experiences," points out that the introduction of new teaching techniques is essential as a means of responding to pupils' new demands. The sixth paper, "Teachers and School Buildings," describes the contribution of educators in the provision of new school buildings and the adaptation of existing ones and looks at measures needed to help teachers make full use of the school building as an educational tool.

Orlosky, Donald E. "The Teacher Center: How It Can Benefit Secondary Teachers." In Contemporary Education, 49, no. 3, Spring 1978, pp. 154-160.

The article focuses on the needs of secondary teachers in contrast to those of elementary teachers often met by the small, warm independent teacher center. Since secondary schools usually have larger faculties, discipline problems and excessive paperwork, inservice often fails to provide help to teachers in their specialized problems. Through an exploration of the concept of teacher centers and their role in teacher education renewal, the author points out that teacher centers for secondary teachers may take on a different emphasis. Secondary teachers are not neophytes, and have considerable knowledge and expertise in their work; renewal will most likely happen by providing new information or new viewpoints and stimulating teachers to look at different approaches to their responsibilities. The author describes the impact of teacher centers on their clients and cautions about negative as well as positive effects of the movement.

Patton, Michael Q. "Reflections on Evaluating Teacher Centers: The View From an Iron Cow." 1977. ED148724.

This paper focuses on evaluation questions for teacher centers, with the emphasis being that the question is as important as the answer. The questioning may be ordered in nine points: (1) For whom are the questions and answers useful? (2) What effects are desired? How should teachers change after the program? (3) How will this change be observed/described/measured? (4) What are the success/failure criteria for change? At what level/degree are effects expected? (5) What activities and processes are to be used in effecting change? (6) How will the implementation of selected processes be observed/described/selected? (7) What are the success/failure criteria for process/activity implementations? (8) What is the relationship between processes and change? Is there a relationship? (9) What do the answers to the preceding questions mean? What has been learned that gives a direction for action? When these questions have been answered, and a plan formulated to reflect those answers, evaluation may profitably begin.

Pipes, Lana, ed. Collaboration for Inservice Education: Case Studies. Washington, D.C.: ERIC Clearinghouse on Teacher Education, 1978. ED151327.

The seven case studies presented in this publication are representative of successful programs for the professional development of practicing teachers. They were selected to give a sampling of the variety in programs under way across the country. Two describe teacher centers jointly operated by a school system and a university; another, a Teacher Corps project involving an R&D laboratory with the university/school district collaboration. Two originated in the staff development offices of public school systems, but differ markedly in their structure; one of these works primarily with a single school site and a single university center toward a specific goal; the other uses the resources of community agencies, area higher education institutions, and individuals for a multitude of discrete offerings. Two programs feature cooperation among several universities; in both of these programs, the roles of teacher organizations, administrator associations, school districts, and state department of education are essential components. The final case study describes the concept of a two-year internship or residency for beginning teachers, how it may be funded, organized, and governed.

Pipes, Lana, ed. Teacher Centers as an Approach to Staff Development in Special Education. Washington, D.C.: ERIC Clearinghouse on Teacher Education, 1977. ED143619.

This publication chronicles the activities at the June 1977 conference sponsored by the Rhode Island Teacher Center to explore the teacher center model as a means of meeting staff development requirements of Public Law 94-142, the Education for All Handicapped Children Act. The stated objectives of the conference were as follows: (1) to acquaint professionals in special education programs with the teacher center model as a staff development delivery system; (2) to acquaint professionals in preservice and inservice education with the staff development requirements detailed in the "Comprehensive System of Personnel Development" section of Public Law 94-142; (3) to bring together both types of professionals to discuss such issues as roles, responsibilites, needs, and resources to fulfill the mandates of PL94-142 and the teacher center section of PL94-482; (4) to provide an overview of the products, practices, and research knowledge base available in these areas; and (5) to present a forum for discussing the regulations for teacher centers authorized by recent federal legislation.

Pipes, Lana, compiler. "Validated Products From Theory to Practice." Report of Conference held at Bay Area Learning Center, Oakland, California, February 13-15, 1977. Oakland: Bay Area Learning Center; Washington, D.C.: ERIC Clearinghouse on Teacher Education, 1977. ED138566.

This report summarizes and highlights the major formal activities and outcomes of the Bay Area Learning Center (BALC) conference. Two major areas of concern are (1) teacher centers and (2) knowledge bases. Excerpts from oral presentations, notes from reporters, summaries of discussions, and an interview with the BALC chairperson are presented. A list of conference participants is appended.

Porter, James. See Bolam, Ray.

Priselac, Nancy J., and Priselac, Stephen M. "An Analysis Model for Center Governance." Paper presented at Teacher Center Institute, Washington, D.C., May 23-26, 1976. ED127267.

This paper discusses the development and design of an analysis model for governance of teacher centers organized in consortium form. A consortium is described as "an organization of autonomous bodies or individuals which bond together by some relatively formal agreement to secure some benefit." The consortium generally functions in a collaborative manner through representatives with authority to act within defined parameters. To analyze the concept of governance, five reference analysis factors have been identified: (1) benefits; (2) control; (3) protectionism; (4) rights; and (5) veto. The basis of the analysis model is couched in asking for questions in reference to each of the five analysis factors: (1) who; (2) what; (3) how; and (4) why. Apply each of these questions to the interactant: center, individual, represented organization, and clientele group. After all questions have been completed, the composite can be drafted for each interactant, for each analysis factor, and for each question. The concept of risk is the final factor. It involves three basics by nature: (1) the amount of resources for which continued existence is not assured; (2) the length of time to which resources are committed; and (3) the proportion of resources committed to a single venture. In the final view, the organizaitonal workability of all the interactants is largely dependent on the benefits realized versus the risks taken and the resources and independence given away.

Quigley, Lawrence A., and Chaves, Arthur, eds. Report of the Task Force on Teacher Educaton and Laboratory Schools. Boston: Massachusetts State College, 1974. ED131019.

This 1974 examination of Massachusetts state colleges developed a report centering on six areas of concern in teacher education. (1) "Reform and * renewal"—an examination of factors promoting or hindering renewal resulted in proposals to establish projects exploring alternative structures and processes and to evaluate the results for replication. (2) "Supply and Demand"—the educator employment situation indicated that colleges should become multi-career training centers, develop more intensive counseling and placement services, and become more involved in program and certification approval. (3) "Alternatives and Constraints"—colleges should strive to attract the best candidates, provide complete evaluation of all phases of their education product, enhance curriculum flexibility, deploy and fully utilize all existing resources, and develop new programs. (4) "Laboratory Schools"—the laboratory school has evolved from facilities for observation and student teaching into teacher training centers designed for child study, program development, technique dissemination, and preservice and inservice implementation of programs; recommendations were made to develop and expand center role and to facilitate interaction between centers. (5) "Certification and Accreditation"—the certification procedure should be amended to include periodic reevaluation based on continued professional growth, and inservice programs should be expanded. (6) "Partnerships for Teacher Education"—preservice and inservice should be viewed in a continuum, and a collaborative effort of training institutions and school districts should be developed. Appendixes include evaluation instruments, surveys of practices, and a description of a teacher center-college collaborative effort.

Quinn, Peter. Structures for Collaboration in Preservice Teacher Education Centers. In Phi Delta Kappan, 58, no. 3, November 1976, pp. 254-255. EJ148044.

The consortium/teacher education council approach to collaboration in teacher education centers seems to close the gap between token school involvement and actual involvement.

Rogers, Vincent R. "Why Teachers Centers in the U.S.?" In Educational Leadership, 33, no. 6, March 1976, pp. 406-12. EJ149010.

Subject-centered conventional education of teachers in the U.S. should be augmented by the growth open to teachers in the informal and innovative atmosphere of teacher centers that develop talents and confidence in the individual and emphasize the more child-centered view that is held in British schools.

Roos, Marie C. "On-Site: Clinical Experience in Pre-Service Teacher Education." Paper presented at the Annual Meeting of the National Council of Teachers of English, Chicago, Illinois, November 1976. ED137257.

This paper presents a "state-of-the-art" in teacher education in the United States. The clinical study of teaching and the rationale for Oklahoma State University's preservice language arts clinical experiences are discussed. A systematically organized structure for the utilization of clinical experiences, the "Teaching Clinic," is described and a documentary of its contribution to improved teaching is presented.

Roos, Marie C., and others. "ON SITE: Oklahoma Nucleus for School Involvement in Teacher Education." 1976. ED135739.

ON-SITE (Oklahoma Nucleus for School Involvement in Teacher Education), an innovative teacher education program, is a cooperative effort between the College of Education at Oklahoma State University (OSU) and the Stillwater Public Schools (SPS). The program was initiated in 1973 and is maintained as a free partnership whose program development is based on the accommodation of the needs and goals of both OSU and SPS. ON-SITE provides early and intensive involvement in elementary education through a three-semester program for university students with junior standing. Participants have the opportunity to work with four different cooperating teachers at different grade levels (K-8) and in different schools in Stillwater. The program provides for a variety of learning experiences related to classroom instruction and management—a designated amount of time is provided for both methods classes and classroom participation. Completion of the program qualifies graduates for the Standard Elementary Certificate (K-8). Students spend six hours per week in elementary classes for two semesters, prior to student teaching, and are expected to work in small groups and with individual pupils under the supervision of both the cooperating teacher and the university supervisor. At the conclusion of the program, participants will have completed 180 clock hours of classroom observation/participation and nine credit hours (12 weeks) of student teaching. Appendixes contain: (1) schedules; (2) evaluation forms; (3) certificates of accomplishment; (4) teacher certification at OSU: (5) application for admission to student teaching; (6) suggested activities; and (7) a description of ON-SITE.

Rothberg, Robert A. See Sullivan, Timothy J.

Ruchkin, Judith P. "Empirical Inquiry Into Teacher Centers." Teacher Education Forum, vol. 3, no. 13. Bloomington, Indiana: Bloomington Division of Teacher Education, Indiana University, 1975. ED128329.

This report represents a summary of a larger, on-going investigation in teacher education committed to providing a detailed description of the differences found in teacher center and noncenter programs. Part one describes the design, and then summarizes the findings, of the initial phase of the center study by providing the answers to the six specific questions investigated. Part two includes possibilities and recommendations for subsequent phases of the study. Part three is speculative and questions the adequacy of current models serving as bases for teacher information from eleven separate audiences: early preservice students, cooperating teachers, student teachers, university supervisors, and principals of schools—both in and outside of centers —and center coordinators. The professional induction experience is reflected through a variety of specific training options, supervisory behaviors, and levels of concerns. The analysis of the data consists of comparisons center and noncenter settings, elementary and secondary levels, and between school systems and individual center locations. The basic question underlying the study is whether there are observable differences between centers and noncenters and, if so, what are the distinguishing features. For early preservice students, student teachers, and inservice personnel there appear to be a greater number and variety of exposures to training practices and instructional experiences in centers than in noncenters.

Rutherford, William L. See Bown, Oliver H.

San Jose, Christine. "Unspecial Strengths? Unspecial Problems? A Brief Account of the West Genesee/Syracuse University Teaching Center." 1977. ED150099.

The West Genesee/Syracuse University Teaching Center consists of a three-person staff coordinating supervision of students, organization of staff development programs, and instructional and leadership responsibilities. Financial support is divided between the University and the school district. Tuition credits are offered by the University to the district in exchange for aid in field-based programs; the financial liability incurred from these credit grants is offset by monies from out-of-center, tuition-paying registrants. In addition to a wide range of successfully completed and on-going projects, the Center has sparked a great deal of pride among participants, as well as improved teachers' knowledge of what they as individuals can do to improve their own, and the profession's, standing. Two major tasks facing the Center are: (1) the problem of the gap between theory and practice in preservice education and the narrowing of that gap; and (2) building the district's long-term staff development program.

Seabrook, Patricia. See Hammer, George.

Self, David. "Can the Centers Hold?" In Times Educational Supplement (London), 3244, August 5, 1977, pp. 10-1. EJ168985.

Looks at the future prospects for teachers' centers.

Smith, Joyce M. "A Comparative Study of the Verbal Interaction and Concerns of Center Student Teachers With Non-Center Student Teachers." Research paper submitted for the Association of Teacher Educators 1975-76. 1975. ED132144.

Two specific questions were addressed in the study: (1) Do student teachers from randomly selected in-center situations verbally interact with students differently than randomly-selected non-center student teachers? and (2) Do center student teachers have concerns that are different from those of non-center student teachers? Data was gathered from the Teachers Concerns Checklist and the Sixteen Personality Factor Questionnaire completed by both groups of student teachers. Non-center student teachers were placed in metropolitan school settings with no enrichment program input from the university. The teacher education center student teachers participated in a program consisting of: (1) content seminars on discipline, reinforcement strategies, and questioning techniques; (2) an orientation day to acquaint the student teacher with the center prior to the student teaching experience and to facilitate placement with the cooperating teacher; (3) analysis of their teaching through the use of audio and video tapes several times during the teaching experience; (4) individualized student teaching programs through the use of objectives that were summarized as a basis for their final evaluation; and (5) daily consideration in placing this research in perspective is the lack of a well-developed program at the teacher education center used for this research. Results indicate that in order to make a significant difference, a teacher education program needs to provide experiences that will result in behavioral changes.

Smith, W. David. "Meeting Teachers' In-Service Needs in Rural Areas." Paper presented at the Interskola 1977 10th International Conference on Rural Education, Norfolk, England, July 1977. 1977. ED143488.

Describing existing English provisions for the support of rural in-service teacher needs, this paper reviews: (1) the role of the Local Educational Authority (LEA) and its advisory staff (helping probationary teachers, running courses for other teachers, and providing on-going support in the schools); (2) the role of teacher centers (varied in terms of building size and locations and the degree of cooperation and/or coordination afforded the LEA, these centers are described as providing an array of working parties, discussion groups, and workshops focussed on teaching outcomes); (3) national bodies disseminating educational research and project materials (the National Foundation for Educational Research and the Schools Council for Curriculum and Examinations (the latter having a teacher member majority currently subjected to some criticism); (4) institutional support coming from the University and Polytechnic Departments of Education and the Colleges of Education (since the colleges currently are undergoing drastic reductions, there is increasing opportunity for the remaining colleges to broaden their bases of contribution); (5) the way in which Keswick Hall College of Education (Norwich, England) is currently providing in-service support to rural areas (development of: a course in rural education teacher training, a pilot scheme to involve teachers in the rural areas in the preparation of future teachers, a mathematics curriculum planned and executed in close collaboration with the LEA).

Stephens, Richard, and Thomson, Scott. "Individualizing Inservice Education." In The Practitioner, 4, no. 1, October 1977. ED144209.

Although general agreement exists about the importance of inservice teacher education, there is general dissatisfaction with its typical large-group implementation. A more successful strategy is to devise inservice programs that are based on the individual objectives of individual teachers. In such programs principals plan cooperatively with each teacher for inservice programs, a variety of options are determined by individual teachers, and evaluation of inservice experiences is based on the degree to which the activity actually assists the teacher to accomplish objectives. Schools using an objectives-based approach to teacher evaluation can develop inservice programs to be evaluated. Seven examples of individualized inservice programs are given.

Sullivan, Timothy J., and Rothberg, Robert A. "Teacher Centering." In Florida Vocational Journal, 3, no. 1, July-August 1977, pp. 14-17. EJ171084.

Involving teachers in program planning and offering new incentives for inservice training, the Osceola Teacher Education Center is a cooperative venture of Osceola County (Florida) and Florida Technological University.

Sunal, Cynthia Szymanski, and Heidelbach, Ruth Ann. "The Impact of Teacher Education Centers and Other Field-Based Models on Student Attitudes. ED137281.

The Purdue Student Teacher Opinionnaire was administered to 142 student teachers in an attempt to measure differences in attitude between student teachers in different preparation programs, in different student teaching situations, and in different program situation interactions. The following factors were examined to determine whether attitudes toward them differed significantly among the selected students: (1) rapport with cooperating teachers, (2) rapport with principal, (3) teaching as a profession, (4) rapport with university supervisor, and (5) professional preparation. The study found significantly more positive attitudes towards the five factors among early childhood and elementary students compared to special education students. No differences were found by placement situation. Significant correlations were found between Rapport With Cooperating Teacher and Rapport With University Supervisor. The study strongly suggests that the variables influencing the attitudes a student forms during his professional training and student teaching experiences are complex and require a search for adequate models of supervision and the types of situations that produce acceptance and enthusiasm in the student.

Tague, Linda Clark, ed., and others. Teacher Centering: A National Institute. Conference Report. Proceedings of conference on Teacher Centering: A National Institute, Washington, D.C., May 23-26, 1976. Tampa: University of South Florida, National Resource and Dissemination Center, 1976. ED128317.

This report is organized around six chapters: (1) "How This Institute Came About"; (2) "Agenda"; (3) "Teacher Centering in 1976: The Real Experience"; (4) "Description of Teacher Centers"; (5) "Conference Reactions"; and (6) "Conference Directory of Participants." The first chapter discusses the sponsors, and organizers of the conference. Chapter two lists the events at the three-day convention in blocks of time giving titles, organizers, and short summaries of the individual group sessions. The third chapter provides a sampling of responses by approximately 250 of the conference participants to two questions: (1) What are your most important needs, the kinds of things you want to deal with during this conference, the issues and problems you want help with most now? and (2) What have been your greatest successes, your greatest "lessons learned", the experience you feel would be most helpful to share with others involved in centering? Chapter four provides brief descriptions of the purpose and activities of the teacher centers represented at the Conference. Chapter five lists comments of participants, and chapter six is an alphabetical listing of those who attended the conference including affiliation and address.

Tamir, Pinchas. "Amos De-Shalit Science Teaching Centre in Israel: 1967-1977." In Studies in Science Education, 4, 1977, pp. 128-31. EJ170529.

Reviews activities of the Amos De-Shalit Science Teaching Center in Israel, established to promote and improve the teaching of science in Israel.

Thomson, Scott. See Stephens, Richard.

Thornbury, Robert. "A History of British Teachers' Centers." In American Educator, 1, no. 4, December 1977, pp. 13-15.

The continued involvement of teacher organizations in the development of Federal Guidelines for the Teacher Center Program is a reflection of the British model as traced by the author. Teacher Centers in England in the 1960's were the fastest growing sector of British Education. Centers varied in size and approach and were welcomed by the unions in the 1970's as a means for teachers to raise their standards. The author views the fundamental issue both in Britain and the United States as whether or not teachers will gain control over their own professional education.

Tippeconnic, John W., III. "The Center of Indian Education at ASU: A Report by the New Director." In Journal of American Indian Education, 16, no. 1, October 1976, pp. 10-12. EJ151825.

The general goals of the Center for Indian Education are: (1) the preparation of teachers of Indian children through an instructional program which promotes academic excellence, and (2) to provide educational resources and services to those interested in Indian Education, with emphasis in meeting the needs of the Indian community and the students on campus.

Trentham, Landa L. "Auburn's Cooperatively Governed Teacher Center." In Journal of Teacher Education, 28, no. 5, September—October 1977, pp.16-18. EJ170665.

A teacher center serving ten small school districts emphasizes reinforcing teachers' skills in classroom management, individualized instruction, and teacher-made classroom materials.

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Van Fleet, Alanson A. "Florida's Teacher Centers: How Teachers Are Involved and What They Are Saying." In *High School Journal*, 60, no. 1, October 1976, pp. 26-31. EJ154481.

Reports on how teachers are involved in Florida's teacher centers and what teachers have to say about the accomplishments and problems of those centers.

Van Fleet, Alanson A., and others. *Implementing Teacher Education Centers: The Florida Experience*. Gainesville: Florida Educational Research and Development Council, 1976. ED127306.

This monograph is a historical document protraying the problems of starting Florida's first ten teacher education centers (1974-75). Its aim is to provide information to individuals and groups considering active participation in teacher education centers. The document is organized as four sections followed by a bibliography and appendix. The first section, "Teacher Education Centers in Florida: An Overview," discusses the basic concepts of teacher centers and the internal organization of centers. The second section, "Start Up Problems of Teacher Education Centers in Florida," catalogs the problems common to Florida Teacher Centers: deadlines and directives, organizational strain, reward systems, needs assessment, grass roots support, incentives and distractions, and external events. Section three of the document, "Inside Calico Teacher Education Center," is a diary of a hypothetical center council. Section four, "Generalizations from the Florida Experience," summarizes observations about the program. An appendix contains an instrument designed to survey the inservice needs of teachers.

Van Fleet, Alanson A. "Teacher Centers in Florida: A Case Study." In *School Review*, 85, no. 3, May 1977, pp. 412-424. EJ163662.

Describes the structure and functioning of a state-supported system of teacher centers and compares it with others.

Walter, L. James, and Pettifor, Dale. "Designing a Student Teaching Center in a Middle School Setting." In *Teacher Educator*, 12, no. 3, Winter 1976-77, pp. 33-35.

An innovative program for student teachers from Indiana University/South Bend involves a full semester of one-half day teaching schedules coupled with in-school seminars on the principles of secondary education.

Washington West School District. *Resource Guide for Inservice Teacher Education, Washington West School District, Vermont*. Teacher Corps Reports: Inservice Development Processes. WW School District, Vermont: 1977. ED143660.

This guide for inservice teacher education is designed for use by teacher groups in planning inservice. Short substantive narratives are followed by practical exercises to help teachers plan and develop inservice education, find resources, use outside assistance, and understand the potential functions of inservice education. The model presented is essentially an approach to planning, beginning with needs assessment and continuing through delivery of inservice. Emphasis is placed on the special conditions of rural schools and rural teachers, although the materials are generally useful to others. Topics covered include the following: (1) types of teacher inservice education;

(2) needs assessment; (3) meeting and workshop format; (4) parent/community awareness of inservice teacher education; (5) release time models; (6) institutions of higher education and local education agency collaboration; (7) funding for inservice education; (8) school board awareness; (9) governance; (10) administrative support; (11) negotiations and inservice; (12) the role of the state department of education; (13) rural teacher centers. A bibliography for further reading follows each of the twelve sections of the manual.

Weiler, Patricia, ed. Teachers' Centers: A New Voice for Teachers in Teacher Education Reform. Washington, D.C.: American Federation of Teachers, August 1978.

This publication is a compilation of four papers on Teacher Centers commissioned for the seventh annual AFT QuEST Conference in Washington, D.C. Theme: "Forging New Alliances for Quality Education" is explored by Allen Schmieder and Charles Lovett, Teacher Center Program; William L. Smith, Director of the O.E. Teacher Corps Program; Christine San Jose, West Genesee/Syracuse University Teaching Center, and Theresa Lorio, The Detroit Center for Professional Growth and Development. Speakers emphasize new collaboration brought about by the teacher center movement between LEA, IHE and teacher organizations.

Yeatts, Edward H. "Staff Development: A Teacher-Centered In-Service Design." In Educational Leadership, 33, no. 6, March 1976, pp.417-421. EJ149012.

In a structured inservice program, implemented by professional staff, teachers are required to participate a minimum of 48 hours per school year in workshops, seminars, and courses with the goal of individual and curricular improvement and professional advancement.

University of Virginia. The Texas Teacher Center Project: A Status Report. Charlottesville: Virginia University, Evaluation Research Center, 1973. ED143656.

The first section of this report recapitualizes the Texas Teacher Center Project in history. The broad goal of the project is to improve teacher education throughout the state of Texas but, for the purposes of this report, this long-range and generalized goal is categorized into four concrete objectives: (1) changing pre-service education programs; (2) upgrading continuing education of practicing teachers; (3) developing systematic cooperation among educational institutions; and (4) providing a communications and a product installation network for continuation of the improvement process. A preliminary analysis of key components of the Texas Teacher Center Project is presented, and the degree to which the components of the project contributed to identified goals is assessed. Detailed program descriptions from five institutions representing major components of the project are included: the University of Houston, Texas Christian University, West Texas State University, the University of Texas, and Dallas Teacher Training Complex. A summary of findings and tentative conclusions complete the report.

Zenke, Larry L. "Staff Development in Florida." In Educational Leadership, 34, no. 3, December 1976, pp. 177-181.

In Florida, a legislatively mandated funding program supports statewide staff development efforts, which are primarily school-based.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

APPLICATION FOR GRANTS UNDER TEACHER CENTERS PROGRAM

(CFDA NO. 13.416)
Form Approved, OMB No. 51.R1019
OE FORM 335, 10/78

DATED MATERIAL – OPEN IMMEDIATELY

CLOSING DATES: JANUARY 31, 1979 - Submission to States
MARCH 1, 1979 - Transmittal to USOE

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13.416—Teacher Centers Program

CLOSING DATE

TO STATES: JANUARY 31, 1979

TO USOE: MARCH 1, 1979

Applications are invited for new projects under the teacher centers program.

Authority for this program is contained in section 532, title IV-B, of the Higher Education Act of 1965, as amended.

(20 U.S.C. 1119a.)

This program makes awards to local educational agencies and institutions of higher education.

The purpose of the awards is to assist local educational agencies in planning, establishing, and operating teacher centers and institutions of higher education in operating teacher centers.

Closing date for transmittal of applications to State educational agencies. Applications for awards must be mailed (postmarked) or hand delivered to the appropriate State educational agency by January 31, 1979.

All applications must be submitted to the State educational agency of the State in which the applicant is located, for review by that agency. The State educational agency must then transmit to the U.S. Office of Education those applications that it recommends for consideration and approval by the Commissioner of Education.

State educational agencies may set their own criteria for the review of applications which applicants may wish to take into consideration, in addition to responding to the application requirements and evaluation criteria contained in the teacher centers program regulation. The State criteria (if any) can be obtained by writing to the appropriate State educational agency (see the list of addresses of chief State school officers below).

Applications delivered by mail. An application that is sent by mail must be addressed with five copies (three for the U.S. Office of Education) to the chief State school officer of the appropriate State educational agency at the address below. The package in which the application is mailed should be clearly marked: Attention: CFDA 13.416—Teacher Centers Program Application. State review required.

Proof of mailing must consist of a legible U.S. Postal Service dated postmark or a legible mail receipt with the date of mailing stamped by the U.S. Postal Service. Private metered postmarks or mail receipts will not be accepted without a legible date stamped by the U.S. Postal Service. (NOTE.—The U.S. Postal Service does not uniformly provide a dated postmark. Applicants should check with their local post office before relying on this method.) Applicants are encouraged to use registered or at least first-class mail.

Applications delivered by hand. An application that is hand delivered must be taken to the office of the appropriate chief State school officer, during their regular business hours.

Closing date for transmittal of applications to USOE. Applications for awards must be mailed in three copies (postmarked) or hand delivered by March 1, 1979.

Applications delivered by mail. Applications sent by mail must be addressed to the U.S. Office of Education, Application Control Center, Attention: 13.416, Washington, D.C. 20202.

Proof of mailing must consist of a legible U.S. Postal Service dated postmark or a legible mail receipt with the date of mailing stamped by the U.S. Postal Service. Private metered postmarks or mail receipts will not be accepted without a legible date stamped by the U.S. Postal Service. (NOTE.—The U.S. Postal Service does not uniformly provide a dated postmark. Applicants should check with their local post office before relying on this method.) Applicants are encouraged to use registered or at least first class mail.

Each late applicant will be notified that its application will not be considered in the current competition.

Applications delivered by hand. Applications that are hand delivered must be taken to the U.S. Office of Education, Application Control Center, Room 5673, Regional Office Building 3, Seventh and D Streets SW., Washington, D.C.

The Application Control Center will accept hand-delivered applications between 8 a.m. and 4 p.m. (Washington, D.C., time) daily, except Saturdays, Sundays, and Federal holidays.

Applications that are hand delivered will not be accepted after 4 pm. on the closing date.

Appeals to the Commissioner. Applicants whose applications are not transmitted to the U.S. Office of Education by the appropriate State educational agency may appeal to the U.S. Commissioner of Education to request further consideration by the State educational agency. Such an appeal, signed by an authorized official for the applicant, must be received at the address given below under "further information" by March 9, 1979. Applicants who wish to appeal are encouraged to make their intent known by telephone at the number given below under "further information" prior to submitting a written appeal. Applications which the State educational agency wishes to transmit to the U.S. Office of Education, as the result of reconsideration following an appeal, must be received by the U.S. Office of Education Application Control Center no later than March 15, 1979.

Available funds. It is anticipated that $1 million will be available to fund approximately eight new projects.

These estimates do not bind the U.S. Office of Education except as may be required by the applicable statute and regulations.

Application forms. Application forms and program information packages are expected to be ready for mailing by October 30, 1978. They may be obtained by writing to the Division of Educational Systems Development, U.S. Office of Education (Room 819, Riviere Building), 400 Maryland Avenue SW., Washington, D.C. 20202.

Applications must be prepared and submitted in accordance with the regulations, instructions, and forms included in the program information packages.

Applicable regulations. The regulations applicable to this program are:

(a) Office of Education general provisions regulations (45 CFR Parts 100 and 100A), and

(b) The regulations governing the teacher centers program (45 CFR Part 197).

Further information. For information contact Dr. Allen Schmieder, Teacher Centers Program, Divsion of Educational Systems Development, U.S. Office of Education (Room 819, Riviere Building), 400 Maryland Avenue SW., Washington, D.C. 20202, telephone 202-653-5839.

(20 U.S.C. 1119a.)

Addresses of Chief State School Officers

Hon. Wayne Teague, Superintendent of Education, State Department of Education, Montgomery, Ala. 36130.

Hon. Marshall L. Lind, Commissioner of Education, State Department of Education, Juneau, Alaska 99801.

Hon. Carolyn Warner, Superintendent of Public Instruction, State Department of Education, Phoenix, Ariz. 85007.

Hon. A. W. Ford, Director of Education, State Department of Education, Little Rock, Ark. 72201.

Hon. Wilson Riles, Superintendent of Public Instruction and Director of Education, State Department of Education, Sacramento, Calif. 95814.

Hon. Calvin M. Frazier, Commissioner of Education, State Department of Education, Denver, Colo. 80203.

Hon. Mark R. Shedd, Commissioner of Education, State Department of Education P.O. Box 2219, Hartford, Conn. 06115.

Hon. Kenneth C. Madden, Superintendent of Public Instruction, State Department of Education, Dover, Del. 19901.

Hon. Vincent E. Reed, Superintendent of Schools, Public Schools of the District of Columbia, 415 12th Street NW., Washington, D.C. 20004.

Hon. Ralph D. Turlington, Commissioner of Education, State Department of Education, Tallahassee, Fla. 32304.

Hon. Charles McDaniel, Superintendent of Schools, State Department of Education, Atlanta, Ga. 30334.

Hon. Charles G. Clark, Superintendent of Education, State Department of Education, P.O. Box 2360, Honolulu, Hawaii 96804.

Hon. Roy Truby, Superintendent of Public Instruction, State Department of Education, Boise, Idaho 83720.

Hon. Joseph M. Cronin, Superintendent of Education, Illinois Office of Education, Springfield, Ill. 62777.

Hon. Harold H. Negley, Superintendent of Public Instruction, State Department of Education, Indianapolis, Ind. 46204.

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Hon. J. Kelly Nix, Superintendent of Education, State Department of Education, Baton Rouge, La. 70804.

Hon. H. Sawin Millett, Jr., Commissioner of Educational and Cultural Services, State Department of Educational and Cultural Services, Augusta, Maine 04333.

Hon. David W. Hornbeck, Superintendent of Schools, State Department of Education, Baltimore-Washington International Airport, P.O. Box 3717, Baltimore, Md. 21240.

Hon. Gergory R. Anrig, Commissioner of Education, State Department of Education, 31 St. James Ave., Boston, Mass. 02116.

Hon. John W. Porter, Superintendent of Public Instruction, State Department of Education, Lansing, Mich. 48909.

Hon. Howard B. Casmey, Commissioner of Education, State Department of Education, St. Paul, Minn. 55101.

Hon. Charles E. Holladay, Superintendent of Education, State Department of Education, Jackson, Miss. 39205.

Hon. Arthur L. Mallory, Commissioner of Education, State Department of Elementary and Secondary Education, Jefferson City, Mo. 65101.

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Hon. M. Anne Campbell, Commissioner of Education, State Department of Education, Lincoln, Nebr. 68509.

Hon. Ralph R. DiSibio, Superintendent of Public Instruction, State Department of Education, 400 West King St., Carson City, Nev. 89710.

Hon. Robert L. Brunelle, Commissioner of Education, State Department of Education Concord, N.H. 03301.

Hon. Fred G. Burke, Commissioner of Education, State Department of Education, Trention, N.J. 08625.

Hon. Leonard J. DeLayo, Superintendent of Public Instruction, State Department of Education, Santa Fe, N. Mex. 87503.

Hon. Gordon M. Ambach, Commissioner of Education, State Education Department, Albany, N.Y. 12234.

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Hon. Howard J. Snortland, Superintendent of Public Instruction, State Department of Public Instruction, Bismarck, N. Dak. 58505.

Hon. Franklin B. Walter, Superintendent of Public Instruction, State Department of Education, Columbus, Ohio 43215.

Hon. Leslie R. Fisher, Superintendent of Public Instruction, State Department of Education, Oklahoma City, Okla. 73105.

Hon. Verne A. Duncan, Superintendent of Public Instruction, State Department of Education, Salem, Oreg. 97310.

Hon. Caryl M. Kline, Secretary of Education, State Department of Education, Harrisburg, Pa. 17126.

Hon. Thomas C. Schmidt, Commissioner of Education, State Department of Education, Providence, R.I. 02908.

Hon. Cyril B. Busbee, Superintendent of Education, State Department of Education, Columbia, S.C. 29201.

Hon. Thomas C. Todd, State Superintendent of the Division of Elementary and Secondary Education, KNEIP Building, Pierre, S. Dak. 57501.

Hon. Samuel H. Ingram, Commissioner of Education, State Department of Education, Nashville, Tenn. 37219.

Hon. Marlin L. Brockette, Commissioner of Education, Texas Education Agency, Austin, Tex. 78701.

Hon. Walter D. Talbot, Superintendent of Public Instruction, State Board of Education, Salt Lake City, Utah 84111.

Hon. Robert A. Withey, Commissioner of Education, State Department of Education, Montpelier, Vt. 05602.

Hon. W. E. Campbell, Superintendent of Public Instruction, State Department of Education, Richmond, Va. 23216.

Hon. Frank B. Brouillet, Superintendent of Public Instruction, Office of the Superintendent of Public Instruction, Olympia, Wash. 98504.

Hon. Daniel B. Taylor, Superintendent of Schools, State Department of Education, Charleston, W.Va. 25305.

Hon. Barbara S. Thompson, Superintendent of Public Instruction, State Department of Public Instruction, Wisconsin Hall, 126 Langdon St., Madison, Wis. 53702.

Hon. Robert G. Schrader, Superintendent of Public Instruction, State Department of Education, Hathaway Building, Cheyenne, Wyo. 82002.

Chief State School Officers of Outlying Areas

Hon. Mere T. Betham, Director of Education, Department of Education, Pago Pago, Tutuila, American Samoa 96799.

Hon. David A. Speir, Superintendent of Schools, Canal Zone Government, Box M, Balboa Heights, C.Z.

Hon. Mary E. Cadigan, Director of Education, Department of Education, Argana, Guam 96910.

Hon. Carlos E. Chardon, Jr., Secretary of Education, Department of Education, Hato Rey, P.R. 00919.

Hon. David Ramarui, Director of Education, Department of Education, Saipan, Mariana Islands, Trust Territory of the Pacific Islands 96650.

Mr. Issac M. Calvo, Assistant Director of Education, Department of Education, Commonwealth of the Northern Mariana Islands, Saipan, Mariana Islands 96950.

Hon. Gwendolyn E. Kean, Commissioner of Education, Department of Education, Box 630, Charlotte Amalie, St. Thomas, V.I. 00801.

Mr. Donald J. Fosdick, Acting Director, Office of Indian Education Program, Bureau of Indian Affairs, 1951 Constitution Ave. NW., Washington, D.C.

13.416—TEACHER CENTERS PROGRAM

CLOSING DATE

TO STATES: JANUARY 31, 1979

TO USOE: MARCH 1, 1979

Applications are invited for noncompeting continuation projects under the teacher centers program.

Authority for this program is contained in section 532, title IV-B, of the Higher Education Act of 1965, as amended.

(20 U.S.C. 1119a)

This program makes awards to local educational agencies and institutions of higher education.

The purpose of the awards is to assist local educational agencies in planning, establishing, and operating teacher centers and institutions of higher education in operating teacher centers.

Closing date for transmittal of applications to State educational agencies. To be assured of condsideration for funding, applications for noncompeting continuation awards should be mailed or hand delivered to the appropriate State educational agency by January 31, 1979.

If the application is late, the State educational agency may lack sufficient time to review it with other noncompeting continuation applications and may decline to accept it.

All applications must be submitted to the State educational agency of the State in which the applicant is located, for review by that agency. The State educational agency must then transmit to the U.S. Office of Education those applications that it recommends for consideration and approval by the Commissioner of Education. State educational agencies may set their own criteria for the review of applications which applicants may wish to take into consideration. The State criteria (if any) can be obtained by writing to the appropriate State educational agency (see the list of addresses of chief State school officers below.

Applications relivered by mail. An application that is sent by mail must be addressed with five copies (3 for the U.S. Office of Education) to the chief State school officer of the appropriate State educational agency at the address below. The package in which the application is mailed should be clearly marked: Attention: CFDA 12.416—Teacher centers program continuation application. State review requred.

Applications delivered by hand. An application that is hand delivered must be taken to the office of the appropriate chief State school officer, during their regular business hours.

Closing date for transmittal of applications to usoe. To be assured of consideration for funding, applications for noncompeting continuation awards should be mailed or hand delivered by March 1, 1979.

If the application is late, the Office Education may lack sufficient time to review it with other noncompeting continuation applications and may decline to accept it.

Applications delivered by mail. Applications sent by mail must be addressed to the U.S. Office of Education, Application Control Center, Attention: 13.416, Washington, D.C. 20202.

Applicants are encouraged to use registered or at least first class mail.

Applications delivered by hand. Applications that are hand delivered must be taken to the U.S. Office of Education, Application Control Center, Room 5673, Regional Office Building 3, Seventh and D Streets SW., Washington, D.C.

The Application Control Center will accept hand delivered applications between 8 a.m. and 4 p.m. (Washington, D.C., time) daily, except Saturdays, Sundays, and Federal holidays.

Appeals to the Commissioner: Applicants whose applications are not transmitted to the U.S. Office of Education by the appropriate State educational agency may appeal to the U.S. Commissioner of Education to request further consideration by the State educational agency. Such an appeal, signed by an authorized official for the applicant, must be received at the address given below under "Further Information" by March 9, 1979. Applicants who wish to appeal are encouraged to make their intent known by telephone at the number given below under "Further Information" prior to submitting a written appeal. Applications which the State educational agency wishes to transmit to the U.S. Office of Education, as the result of reconsideration following an appeal, must be received by the U.S. Office of Education, Application Control Center no later than March 15, 1979.

Available funds: It is anticipated that funds will be available for continuation of projects at approximately the same level as the prior year.

This estimate does not bind the U.S. Office of Education except as may be required by the applicable statute and regulations.

Application forms. Application forms and program information packages are expected to be ready for mailing by October 30, 1978. They may be obtained by writing to the Division of Educational Systems Development, U.S. Office of Education (Room 819, Riviere Building), 400 Maryland Avenue SW., Washington, D.C. 20202.

Applications must be prepared and submitted in accordance with the regulations, instructions, and forms included in the program information packages.

Applicable regulations. The regulations applicable to this program are:

(a) Office of Education General Provisions Regulations (45 CFR Parts 100 and 100a), and

(b) The regulations governing the teacher centers program (45 CFR Part 197).

Further information. For further information contact Dr. Allen Schmieder, Teacher Centers Program, Division of Educational Systems Development, U.S. Office of Education (Room 819, Riviere Building), 400 Maryland Avenue SW., Washington, D.C. 20202, Telephone 202-653-5839.

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Mr. Isaac M. Calvo, Assistant Director of Education, Department of Education, Commonwealth of the Northern Mariana Islands, Saipan, Mariana Islands 96950.

Hon. Gwendolyn E. Kean, Commissioner of Education, Department of Education, Box 630, Charlotte Amalie, St. Thomas, V.I. 00801.

Mr. Donald J. Fosdick, Acting Director, Office of Indian Education Program, Bureau of Indian Affairs, 1951 Constitution Avenue NW., Washington, D.C. 20245.

federal register

WEDNESDAY, JANUARY 11, 1978
PART IV

THE NATIONAL ARCHIVES OF THE UNITED STATES • 1934 •

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education

■

TEACHER CENTERS PROGRAM

Grant Requirements

[4110-02]

Title 45—Public Welfare

CHAPTER I—OFFICE OF EDUCATION, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

PART 100c—DIRECT PROJECT GRANT AND CONTRACT PROGRAMS

PART 197—TEACHER CENTERS PROGRAM

Grants to Local Educational Agencies

AGENCY: Office of Education, HEW.

ACTION: Final Regulation.

SUMMARY: This regulation implements Section 532 of the Higher Education Act of 1965, as amended and governs grants to local educational agencies to plan, establish, or operate teacher centers and to institutions of higher education to operate teacher centers. The regulation also governs compensation to State educational agencies for services under the program. The purpose of teacher centers supported under the program is to provide elementary and secondary school teachers with opportunities for training and curriculum development which meet their needs and enable them to serve better their students. Each teacher center is supervised by a teacher center policy board the majority of which is representative of elementary and secondary classroom teachers in the area to be served.

EFFECTIVE DATE: Under section 431(d) of the General Education Provisions Act, as amended (20 U.S.C. 1232 (d)), this regulation has been transmitted to the Congress concurrently with its publication in the FEDERAL REGISTER. Section 431(d) provides that regulations subject to the section shall become effective on the 45th day following the date of transmission to the Congress, subject to the provisions in the section concerning congressional action and adjournment.

FOR FURTHER INFORMATION, CONTACT:

Dr. A. Bruce Gaarder, Regional Office Building No. 3, Room 5652, 7th and D Streets, SW., Washington, D.C. 20202. Telephone: 202-245-9786.

SUPPLEMENTARY INFORMATION:

A. OVERVIEW OF THE PROGRAM AND REGULATION

Section 532 of the Higher Education Act of 1965 (the Act), as enacted by Section 153 of the Education Amendments of 1976 (Pub. L. 94-482), authorizes the Commissioner of Education to make grants to local educational agencies to assist them in planning, establishing, and operating teacher centers. The statute also authorizes the Commissioner to make grants to institutions of higher education with ten percent of the program's funds to operate teacher centers.

Section 532(a)(2) of the Act defines "teacher center" as a site which serves teachers from public and nonpublic schools of a State, or an area or community within a State, in which teachers, with the assistance of such consultants and experts as may be necessary, may develop and produce curricula, utilize research findings, and provide training to improve the skills of teachers to enable the teachers to meet better the educational needs of their students.

The regulation implements these provisions by broadly defining the term "site" in § 197.2, describing allowable activities of a teacher center in § 197.3(b), and clarifying the teacher center's obligation to serve nonpublic school teachers in §§ 197.3(a) and 197.9(a)(4). Section 197.3(d) of the regulation lists eligible categories of participants in teacher center activities. The teacher center policy board (described below) for a particular center decides which of the indicated categories of eligible participants in addition to regular, full-time elementary and secondary school-teachers may participate in that center's activities.

A key innovative feature of the statute is its provision that each teacher center shall be operated under the supervision of a teacher center policy board, the majority of which is representative of elementary and secondary classroom teachers to be served by the center fairly reflecting the make-up of all schoolteachers, including special education and vocational education teachers. The statute also provides that the teacher center policy board shall include individuals representative of, or designated by, the school board of the local educational agency served by the center, and at least one representative designated by the institutions of higher education (with departments or schools of education) located in the area.

The regulation implements these statutory provisions in a number of sections. The board's authority for the center is broadly stated in a definition of the term, "supervision" in § 197.2 and by provisions in § 197.4(c) requiring the board to participate fully in the preparation of, and to approve, the application. With respect to the selection of teacher representatives constituting the majority of the board, § 197.2 defines "teacher" narrowly to include only regular, full-time classroom teachers engaged in teaching elementary or secondary school students, and § 197.4(b)(1)(i) indicates that the teacher representatives must fairly reflect the make-up of all teachers in the area to be served. Options for selecting teacher representatives are listed in § 197.4(b)(1)(ii). All of the options require that teachers generally, either directly or through their teachers' organization, nominate or select teacher representatives to the board.

Section 197.6 of the regulation sets aside ten percent of funds appropriated for the teacher centers program for grants to institutions of higher education. Section 197.5 indicates the difference between grants to local educational agencies to plan, establish or operate teacher centers and grants to institutions of higher education to operate teacher centers.

Under § 197.9 each applicant must submit its application through the State educational agency of the State in which the applicant is located. Only applications recommended by the appropriate State educational agency may be approved by the Commissioner. The statute also provides that the Commissioner shall ensure that there is adequate provision for the furnishing of technical assistance to, and dissemination of information derived from, each funded center. The State educational agency must be adequately compensated for its review and submission of applications, and its technical assistance and dissemination services.

Section 197.13 of the regulation sets aside ten percent of funds appropriated for the teacher centers program to compensate the State educational agencies for these services and indicates how the set aside will be distributed.

Section 197.7 of the regulation provides for the funding of multi-year projects, which generally will not exceed 36 months. A multi-year project receives an initial one-year grant, and continuation grants for the second or third year of the project are funded on a non-competitive basis, subject to a review of the project. One year projects, as well as multi-year projects, are eligible for funding.

Section 197.9 of the regulation sets forth application requirements for the program. The specific requirements call for information which the Commissioner needs to ensure that the applicant and project are eligible for funding and meet requirements in the statute and regulation and to evaluate applications on a competitive basis under the evaluation criteria in § 197.11.

Provisions on allowable and unallowable project costs are in § 197.8 of the regulation.

B. SUMMARY OF MAJOR ISSUES

A notice of proposed rulemaking for the teacher centers program, inviting public comment, was published in the FEDERAL REGISTER on June 13, 1977, and public hearings were conducted in Atlanta, June 21; New York City, June 22; San Francisco, June 27; and Chicago, June 29. During the 30-day period of public comment, over 1,500 written suggestions and recommendations were received from interested persons and organizations. A summary of these comments and responses is included as an appendix to this document. The comments and responses are identified with the section number of the regulation to which they refer. They are presented in the numerical sequence of the regulation. In each case, a brief heading is used to identify the subject of the comment.

The following paragraphs discuss the major issues and how they are resolved.

1. *Payment of released time and substitutes.* Under the proposed regulation the use of grant funds to pay the cost of released time or substitutes to enable teachers to use the centers during working hours was allowable only in extraordinary circumstances and with prior approval of the Commissioner. This limitation on the use of Federal funds was intended to encourage voluntary teacher participation in the centers, to reduce each center's total cost, and thereby to permit funding of more centers. Public comment was overwhelmingly in favor of allowing each teacher center policy board to determine the extent to which Federal funds are used for released time and substitutes. The commenters' principal rationale was that teacher inservice training is too important to be limited to after school hours and that teachers should not be required to give up their free time to participate. The regulation (§ 197.8) makes the payment of released time or substitutes to permit teacher participation in the center's activities or in the teacher center policy board an allowable cost. To address the concern that these costs will require an excessive proportion of program funds, the criterion in § 197.11(g) is changed to consider the proportion of the budget represented by these costs.

2. *Authority and representativeness of the teacher center policy board.* The statute clearly gives the teacher center policy board responsibility for "supervising" the center, and this was reflected in the proposed regulation. However, public comment heavily favored increasing the authority of the teacher center policy board and assuring that the policy boards are closely representative of the teachers in the area to be served. On the other hand, there was significant comment to the effect that if policy boards are allowed to make policy and control the center's budgets, conflicts could arise between the policy boards and the school districts' boards of education. Since the intent of Congress is to give maximum control over the centers to the teachers to be served, the regulation (§ 197.4(b)) provides several optional methods for selecting the teachers representatives who comprise the majority of the policy boards' members, including permitting the teachers' collective bargaining agent or the local teachers' organization with the largest membership to select teacher representatives. Each of the options requires that teachers generally, either directly or through their teachers' organization, nominate or select the teacher representatives on the board. Many commenters wanted the regulation to mandate that the only option for selection of teacher representatives is for the teachers' collective bargaining agent or teachers' organization to select them. While this is an acceptable option, to mandate this option alone would be over regulation by the Federal government. ()

3. *Role of State educational agency.* Public commenters were sharply divided over the role of State educational agencies in the teacher centers program and the compensation for the State educational agencies' services. Commenters representing teachers and their organizations wanted the role and compensation sharply reduced; the State educational agencies and chief State school officers wanted the role expanded, on the grounds that the teacher centers program must become an integral part of the States' overall plans for inservice teacher education. The statute requires that State educational agencies review applications, make comments on the applications, and recommend each application that the State agency finds should be approved. In addition, the statute gives the State educational agencies the role of providing technical assistance to and disseminating information from funded centers. In order to insure that the maximum share of program funds goes for direct support of teacher centers, the one-seventh of total program funds, set aside as compensation for the State educational agency services in § 197.13(b) of the proposed regulation, is reduced to one-tenth in the final regulation.

4. *Grants to institutions of higher education.* Section 532(f) of the statute provides that up to ten percent of the total program funds may be expended directly by the Commissioner to make grants to institutions of higher education to operate teacher centers. The following issues have developed regarding implementation of section 532(f):

(a) *Setting aside the ten percent maximum for grants to institutions of higher education.* Under section 532(f), the Commissioner is authorized to decide the extent to which program funds will be used, up to the ten percent limit, to make grants to institutions of higher education. Section 197.6(a) of the proposed regulation announced the Commissioner's intention to set aside the ten percent maximum for grants to institutions of higher education. Public comment on this issue was sharply divided. Some commenters suggested that institutions of higher education be required to compete with local educational agencies, subject to the ten percent ceiling. However, colleges and universities continue to play a vital role in the training of teachers. The Commissioner believes that the degree-granting and educational research roles of institutions of higher education, together with their cooperative relationships with State educational agencies in teacher training and certification, justify using the maximum set-aside authorized by the statute. Under § 197.6, the Commissioner sets aside the ten percent maximum for grants to institutions of higher education.

(b) *Submission of applications by institutions of higher education.* The proposed regulation in § 197.9 required that applications from institutions of higher education, like applications for local educational agencies, be submitted through the appropriate State educational agency. Most commenters representing institutions of higher education asserted that applications from such agencies should be submitted directly to the Commissioner. These commenters cited the following statutory language in section 532(f): "* * * may be expended directly by the Commissioner to mak grants to institutions of higher education * * *" Other commenters particularly those representing State educational agencies, supported the requirement that all applications, including those from institutions of higher education, be submitted to the appropriate State educational agency for review and screening before being submitted to the Commissioner.

While the statute is somewhat ambiguous on this point, the Commissioner interprets it to require that applications from institutions of higher education be submitted through the State educational agency. Section 532(f) of the Act provides that the Commissioner may make grant awards directly to institutions of higher education, in contrast to section 532(e), which authorizes institutions of higher education to participate only by contracting with a local educational agency which receives a grant from the Commissioner. Section 532(f) does not expressly address whether an application from an institition of higher education must be submitted through a State educational agency. It provides that the authority to make grants to institutions of higher education is "subject to the other provisions of this Section," which would include provisions for applications to be submitted through the State educational agency.

In requiring submission of applications by institutions of higher education through the State educational agencies, the regulation reinforces the important role of the State educational agencies for providing technical assistance to, and disseminating information from, funded centers.

(c) *Definition of the term "operate."* Section 532(f) of the statute authorizes grants to institutions of higher education "to operate" teacher centers. This contrasts with the language in section 532(a)(1) which authorizes grants to local educational agencies "to assist such agencies in planning, establishing, and operating teacher centers." Section 197.5(b) of the proposed regulation gave effect to this difference in authorizing language by making institutions of higher education eligible for grants only if the teacher center would be in operation at the end of the grant period. Some commenters supported the proposed language in § 197.5(b). However, most commenters objected to the proposed language and argued that it would give no effect to the difference in authorizing language and would permit institutions of higher education to plan, establish, and operate new teacher centers. Most of the commenters wanted institutions of higher education eligible only for grants to operate centers which had already been planned and established using other resources. In response to the public comment and so as to follow more closely the statutory language, § 197.5(b) is changed to make institutions of higher education eligible only for grants "to operate" teacher centers. However, there is no evidence of congressional intent to limit eligibility to only those institutions of higher education which are already operating a teacher center. Under § 197.5(b), an institution of higher education is eligible for a grant "to operate" a new or proposed teacher center but, unlike a local educational agency, is not eligible for a grant to assist in planning or establishing the new center. Therefore, an institution of higher education must pay the cost of planning and establishing a new teacher center out of funds from sources other than the teacher centers program.

5. *Evaluation criteria.* Section 197.11 of the proposed regulation contained the criteria which the Commissioner proposed to use in evaluating applications for grants (except applications for continuation grants under § 197.7). Many commenters suggested additional criteria or recommended changing or deleting the proposed criteria. Several commenters asked for changes in the number of points assigned to each criterion. In general, the commenters recommended that more emphasis be given to the qualifications of the proposed teacher center staff, to measures for increasing the effectiveness of the teachers served, the effective use of a "needs assessment" in planning the center's activities, and to the objectives of the proposed center. Most commenters felt that too much emphasis was placed on the degree of teacher participation and representation and not enough on the quality of the proposal and its potential to increase the effectiveness of the teachers served.

In response to the public comment, § 197.11 is changed to: (1) Increase the points assigned to the potential of the center to increase the effectiveness of the teachers served, in terms of the learning needs of their students; (2) increase (from 5 to 10) the points assigned to the extent to which the project objectives are sharply defined, clearly stated, and capable of being attained by the proposed procedures; (3) add a criterion on the extent to which Federal funds will support new or expanded activities rather than supporting activities which are already being paid for from other resources.

6. *Participation by teachers from non-public schools.* Section 532(a)(2) of the statute states that a teacher center "serves teachers, from public and non-public schools," and section 532(b) states that the majority of the members on the teacher center policy board shall be "representative of elementary and secondary classroom teachers to be served by such center." Section 197.3(a) of the proposed regulation implemented the statute by providing that a teacher center "serve teachers employed in both public and non-public schools (if non-public schools are located in the area to be served and choose to participate in the teacher center)."

Most commenters agreed with the regulatory requirement that nonpublic school teachers be served by a teacher center, but objected to representation of non-public school teachers as part of the classroom teacher majority on the teacher center policy board. One rationale was that teachers in many non-public schools are not required to meet the minimum standards for licensure and certification. These commenters also argued that section 532(b) of the statute does not specifically require that the teacher majority of the board include representation of non-public school teachers. Other commenters opposed the inclusion of teachers from segregated schools and academies among the majority members of the policy board or as beneficiaries of the center's services. One commenter recommended that the regulation be changed to allow only non-public schools accredited by the State educational agency to participate.

Reading section 532(a)(2) and section 532(b) of the statute together, the Commissioner in § 197.4 of the regulation interprets the statute to require representation of non-public school teachers as part of the teacher majority on the policy board. Section 197.3(a) of the regulation recognizes that there may be no non-public schools in the areas to be served, or that the non-public schools in a service area may choose not to participate in a teacher center. Section 197.2 of the regulation is changed to add a definition of non-public school in response to the comments concerning participation by non-accredited or substandard private schools. Under Title VI of the 1964 Civil Rights Act (42 U.S.C. 2000d–2000d-4), teachers from institutions which discriminate on the basis of race, color, or national origin may not participate in or benefit from programs supported by Federal funds.

7. *Definitions of "teacher;" designation of eligible participants.* In response to a large number of comments which recommended that the teacher center policy board be authorized to designate the categories of persons, in addition to elementary and secondary school classroom teachers, who may participate in the activities of a teacher center, the regulation distinguishes clearly between "teachers" who are eligible for membership in the teacher majority of the teacher center policy board, and all other eligible participants. In keeping with the statutory requirement, "teacher" is defined (§ 197.2) as only a regular, full-time classroom teacher engaged in teaching elementary or secondary school students, including a special education or vocational education teacher. On the other hand, to give each teacher center policy board (after it has been constituted) broad latitude for determining who, in addition to teachers, may participate in the center's activities, § 197.3(d) gives an inclusive list of eighteen categories of persons, any or all of whom may be designated by the policy board as additional categories of eligible participants. There was considerable comment urging that teachers on leave of absence be eligible for membership as part of the teacher majority of the policy board. This advice was not accepted, and the regulation reflects the congressional intent to vest "supervision," i.e., control and management of the centers, in those who are engaged full-time as teachers. The preponderance of public comment supported this position.

C. CITATIONS OF LEGAL AUTHORITY

As required by section 431(a) of the General Education Provisions Act (20 U.S.C.1232(a)), a citation of statutory or other legal authority for each section of the regulation has been placed in parentheses on the line following the text of the section. References to "sec." in the citations of authority following provisions of the regulation refer to sections of the Higher Education Act of 1965, as amended by section 153 of the Education Amendments of 1976, Pub. L. 94-482. If the citation uses the word "interprets," the regulation provisions included an interpretation of the cited statutory provision. If the citation uses the word "implements," the regulation provisions include rules deemed necessary to implement the statute.

Authority. This regulation is issued under Title V-B, section 532 of the Higher Education Act of 1965 as enacted by section 153 of the Education Amendments of 1976, Pub. L. 94-482, 20 U.S.C. 1119a.

NOTE.—The Office of Education has determined that this document does not contain a major proposal requiring preparation of an Inflation Impact Statement under Executive Order 11821 and OMB Circular A-107.

(Catalogue of Federal Domestic Assistance Number: 13.416 Teacher Centers Program.)

Dated: October 13, 1977.

ERNEST L. BOYER,
Commissioner of Education.

Approved: January 3, 1978.

JOSEPH A. CALIFANO, Jr.,
Secretary of Health,
Education, and Welfare.

Title 45 of the Code of Federal Regulations is amended as follows:

§ 100a.16 [Amended]

1. In Part 100a, § 100a.16(a) is amended by adding a new subparagraph (40), which reads as follows:

(a) * * *

(40) Teacher Centers grants under section 532, Title V-B of the Higher Education Act of 1965, as amended (20 U.S.C. 1119a).

* * * * *

2. A new Part 197 is added to read as follows:

Sec.
197.1 Scope and purpose.
197.2 Definitions.
197.3 Elements of a teacher center.
197.4 Teacher center policy board.
197.5 Categories of financial assistance.
197.6 Distribution of funds.
197.7 Project duration.
197.8 Allowable and unallowable costs.
197.9 Application requirements.
197.10 Review of applications by State educational agencies.
197.11 Evaluation criteria.
197.12 Right of appeal.
197.13 Compensation to State educational agencies.

AUTHORITY: Sec. 532, Title V-B, Higher Education Act of 1965, as amended (20 U.S.C. 1119a).

§ 197.1 Scope and purpose.

(a) *Scope.* (1) This part applies to the teacher centers program authorized under section 532 of Title V-B of the Higher Education Act of 1965, as amended by Pub. L. 94-482.

(20 U.S.C. 1119a.)

(2) Each grant under this part is subject to applicable provisions contained in the general provisions regulations of the Office of Education (Parts 100 and 100a of this chapter), except that the criteria in § 100a.26(b) do not apply to applications under this part.

(b) *Purpose.* The purpose of the teacher centers program is to meet the professional needs of teachers as defined by teacher center policy boards, thus enabling teachers to meet better the educational needs of their students, by—

(1) Providing financial assistance to local educational agencies for planning, establishing, and operating teaching centers; and

(2) Providing financial assistance to institutions of higher education for operating teacher centers.

(Implements Sec. 532, 20 U.S.C. 1119a; Sen. Rep. 94-882, p. 37 (1976).)

§ 197.2 Definitions.

As used in this part:

"Act" means section 532 of the Higher Education Act of 1965, as enacted by Pub. L. 94-482.

(Sec. 532, 20 U.S.C. 1119a.)

"Institution of higher education" means an educational institution as defined in section 1201(a) of the Higher Education Act of 1965 as amended.

(Sec. 1201(a), 20 U.S.C. 1141(a).)

"Local educational agency" means a public board of education or other public authority legally constituted within a State for either administration control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a State, or such combination of school districts or counties as are recognized in a State as an administrative agency for its public elementary or secondary schools. Such term also includes any other public institution or agency having administrative control and direction of a public elementary or secondary school.

(Sec. 1201(g), 20 U.S.C. 1141(g).)

"Non-public school" means a nonprofit elementary or secondary school operated or controlled by other than a public authority, and which is licensed or approved by the State in which it is located or attendance at which satisfies applicable State compulsory school attendance laws.

(Interprets Sec. 532(a)(2), 20 U.S.C. 1119a(a)(2),

"Site" means the location or locations where the curriculum development and training activities of the teacher center take place.

(Interprets Sec. 532(a)(2), 20 U.S.C. 1119a(a)(2).)

"State educational agency" means the State board of education or other agency or officer primarily responsible for the State supervision of public elementary and secondary schools, or, if there is no such officer or agency, an officer or agency designated by the Governor or by State law.

Sec. 1201(h), 20 U.S.C. 1141(h).)

"Supervision" means the setting of policy and any appropriate managerial or supervisory activities not prohibited by State or local law (e.g., the employment of operating staff, consultants or experts, budgeting and expenditure of funds, and the formulation of recommendations for subcontracting to secure technical and other kinds of assistance).

(Interprets Sec. 532(b), 20 U.S.C. 1119a(b).)

"Teacher" means only a regular, full-time classroom teacher engaged in teaching elementary or secondary school students, including a special education or vocational education teacher.

(Interprets Sec. 532(b), 20 U.S.C. 1119a(b).)

§ 197.3 Elements of a teacher center.

A teacher center must have all of the following elements:

(a) *Area served.* It serves teachers employed in both public and nonpublic schools (if non-public schools are located in the area to be served and choose to participate in the teacher center) of—

(1) A portion of single school district;

(2) An entire school district;

(3) Any number of school districts in a State short of the total number of districts; or

(4) An entire State.

(b) *Activities.* The teachers it serves are afforded the opportunity to—

(1) Develop and produce curricula (including the modification or adaptation of existing curricula) designed to meet the educational needs of the students served by the teachers;

(2) Use educational research findings or new or improved methods, practices, and techniques in the development of the curricula;

(3) Provide training designed to—

(i) Enable the teachers to better meet the special educational needs of the students they serve (including training to enable teachers to implement effectively specific curricula); and

(ii) Familiarize the teachers with developments in curriculum and educational research, including the use of research to improve teaching skills.

(Sec. 532(a)(2), 20 U.S.C. 1119a(a)(2))

(c) *Grantee.* The teacher center is operated by a local educational agency, an institution of higher education, or a combination of these agencies and/or institutions.

(Sec. 532(a)(2), 20 U.S.C. 1119a(a)(2))

(d) *Eligible participants.* In addition to teachers, as defined in § 197.2, the persons to be served by the teacher center may be determined by the teacher center policy board to include paraprofessionals, teacher aides, preschool teachers, teachers of adults below the college level, counselors, principals, other administrators, supervisors, curriculum specialists, librarians, media specialists, elementary and secondary school students, the parents of elementary and secondary school students, substitute teachers, part-time teachers, teachers who are unemployed or former teachers employed in other capacities who intend to return to teaching, and intern teachers assigned to teach in a school where the teachers are being served by a teacher center assisted under the Act.

(Interprets Sec. 532(a), 20 U.S.C. 1119a(a))

§ 197.4 Teacher center policy board.

(a) *Composition.* Each teacher center must be operated under the supervision of a teacher center policy board composed as follows:

(1) The majority of the members of the policy board shall be representative of all the teachers in the area to be served by the center, including teachers who provide special education for handicapped and exceptional children, and teachers of vocational education.

(2) The policy board must include two or more persons representative of, or designated by, the school board(s) of the local educational agency (or agencies) served by the center.

(3) The policy board must also include at least one representative designated by the institution (or institutions) of higher education (with departments or schools of education) in the area to be served by the center.

(4) If the area to be served includes more than one local educational agency or more than one institution of higher education with a department or school of education, each such agency or institution must be represented on the teacher center policy board under subparagraphs (2) or (3). A person designated to the teacher center policy board under subparagraph (2) may represent more than one school board, and a person designated to the teacher center policy board under subparagraph (3) may represent more than one institution of higher education.

(b) *Representativeness.* (1) Each grantee must assure that the majority of the board is representative of teachers by—

(i) Making the categories of teachers (e.g., vocational education teachers, special education teachers, and other teachers at both elementary and secondary levels) fairly reflect the categories of teachers in the area to be served, including equitable representation of non-public school teachers (if there are non-public schools in the area to be served which choose to participate in the teacher center); and

(ii) Selecting the teacher members composing the majority of the board by one of the following options:

(A) Agreement between the local educational agency and the teachers' collective bargaining agent as to the specific teacher representatives or as to the procedures for selecting the teacher representatives;

(B) Appointment of the teacher representatives by the teachers' collective bargaining agent;

(C) Appointment of the teacher representatives by the teachers' organization with the largest number of members;

(D) Voting in which all teachers in the area to be served by the center have an opportunity to participate, either through a general or school-by-school election;

(E) Another method which permits teachers generally, either directly or through their teachers' organization, to nominate or select the teacher representatives on the board; or

(F) A combination of two or more of the options in clauses (A) through (E) of this subdivision.

(2) The options described in subparagraph (1)(ii) of this paragraph apply both to teacher centers serving teachers within a single local educational agency and to centers serving teachers in more than one local educational agency.

(3) In the case of a teacher center serving an entire State, in addition to the options under subparagraph (1)(ii) of this paragraph, the teacher members composing the majority of the board can be appointed by one or more State-level teachers' organizations.

§ 197.5 Categories of financial assistance.

The Commissioner makes grants of financial assistance—

(a) To local educational agencies to plan, establish, or operate teacher centers.

(b) To institutions of higher education to operate teacher centers. Grant funds may not be used by an institution of higher education to plan or establish a teacher center, but may be used to operate a center planned and established with other funds before or after the grant is made.

(Interprets Sec. 532(f), 20 U.S.C. 1119a(f).)

§ 197.6 Distribution of funds.

(a) The Commissioner sets aside ten percent of the amount appropriated under the teacher centers program to fund applications from institutions of higher education to operate teacher centers: *Provided,* That there are sufficient applications from institutions of higher education which receive the 50 point minimum to be considered for funding under the evaluation criteria in § 197.11

(Interprets Sec. 532(f), 20 U.S.C. 1119a(f).)

(b) After setting aside funds for grants to institutions of higher education under paragraph (a) of this section and funds for compensating State educational agencies for their functions under § 197.13, the Commissioner uses the remaining funds for grants to local educational agencies under § 197.5(a).

(c) In the case of a joint grant to a combination of one or more institutions of higher education and one or more local educational agencies, the amount of the grant charged to the 10 percent setaside for institutions of higher education is determined—

(1) According to the amount budgeted in the approved application for institutions of higher education; or

(2) If separate amounts for applicants are not budgeted in the application, according to the ratio of institutions of higher education to all recipients of the grant.

(Implements Sec. 532(a)(1), 20 U.S.C. 1119a(a)(1).)

§ 197.7 Project duration.

(a) The Commissioner approves projects under this part for a specified project period which generally will not exceed 36 months, subject to the availability of funds.

(b) An applicant for assistance may project its goals and activities over a period of up to three years. Approval of a multi-year project is intended to offer the project a reasonable degree of stability over time and to facilitate additional long range planning.

(c) An application proposing a multi-year project must be accompanied by an explanation of the need for multi-year support, an overview of the objectives and activities proposed, and budget estimates to attain these objectives in any proposed subsequent years.

(d)(1) Subject to the availability of funds, an application for assistance to continue a project during the project period will be reviewed on a non-competitive basis to determine—

(i) If the grantee has complied with the award terms and conditions, the Act, and applicable regulations, and

(ii) The effectiveness of the project to date in terms of progress toward its goals, or the constructive changes proposed as a result of the ongoing evaluation of the project.

(2) In the case of an application to establish or operate a teacher center which would continue a prior planning

grant, the Commissioner, in reviewing the application on a non-competitive basis, also considers the evaluation criteria under § 197.11.

(Implements Sec. 532; 20 U.S.C. 1119a.)

§ 197.8 Allowable and unallowable costs.

(a) Allowable costs under grants to local educational agencies or institutions of higher education under the teacher centers program include—

(1) Personnel costs related to the management of the centers;

(2) Services of consultants and experts;

(3) Service contracts, including service contracts with institutions of higher education;

(4) Released time or payment for substitutes to enable teachers to participate in activities of the teacher center;

(5) Expenses of the teacher center policy board, including payment of released time or substitutes to enable its teacher members to participate in activities of the board, but not including the expenses of preparing an application for a grant under the teacher centers program; and

(6) Other direct and indirect costs incurred by the grantee in carrying out its approved plan of operation, subject to the applicable cost principles set forth in the appendices to subchapter A of this chapter.

(Sec. 532(a) (2) and (e), 20 U.S.C. 1119a(a) (2) and (e).)

(b) The following are not allowable costs:

(1) Construction of facilities; and

(2) Remodeling of facilities.

(Implements Sec. 532 (a)(2) and (e), 20 U.S.C. 1119a (a)(2) and (e), 20 U.S.C. 1221c(a).)

§ 197.9 Application requirements.

The Commissioner awards a grant to an eligible local educational agency or institution of higher education only if the applicant submits an application to the Commissioner through the State educational agency of the State in which the applicant is located.

(a) Each application must include:

(1) Designation of the specific area, school district(s), and schools, both public and non-public, to be served by the center;

(2) Documentation that a teacher center policy board—

(i) Has been established, including information on the membership of the board and the method of its selection, and

(ii) Has participated fully in the preparation of the application and has approved it as submitted;

(3) A statement of the means for assuring equitable participation by non-public school teachers on the teacher center policy board and in receiving the center's services, or documentation that there is no non-public school in the area to be served, or that non-public schools in the area to be served have chosen not to participate.

(4) A one-page abstract of the proposed project;

(5) A plan of operation which must include—

(i) A statement of the special educational needs of the students to be served by teachers participating in the center, and an explanation of how those needs were determined;

(ii) Information which provides a basis for evaluating the application under each of the criteria in § 197.11. Failure of an application to contain information responding to a particular criterion in § 197.11 will mean that the applicant will not earn points attached to that criterion.

(b) With respect to applications to operate an existing teacher center, the application, in addition to meeting the requirements in paragraph (a) of this section, must contain the following:

(1) A description of the activities of the center during the preceding year and the cost thereof;

(2) Identification of the sources of funding of the center during the preceding year; and

(3) A statement of the kinds of activities that will be undertaken to improve the existing center by use of the Federal assistance requested.

(Implements Sec. 532, 20 U.S.C. 1119a.)

(c) An institution of higher education shall include in its application, in addition to the other applicable information required by paragraphs (a) and (b) of this section, evidence that arrangements have been made with those local educational agencies with teachers to be served by the project for the participation of the teachers in center activities and in the activities of the teacher center policy board.

(Implements Sec. 532(f), 20 U.S.C. 1119a(f).)

§ 197.10 Review of applications by State educational agencies.

The Commissioner will not approve an application unless:

(a) The State educational agency of the State in which the applicant is located has reviewed the application, made comments thereon, recommended, that the application be approved, and transmitted the application to the Commissioner for approval; and

(b) The appropriate State educational agency has given an assurance that it will provide technical assistance to each center, and will adequately disseminate information derived from the center, including information on how the State educational agency will carry out the technical assistance and dissemination and a projected budget for those activities.

(Implements Sec. 532(d), 20 U.S.C. 1119a (d).)

§ 197.11 Evaluation criteria.

Applications for grants (except applications for continuation grants under § 197.7) are evaluated by the Commissioner on the basis of the criteria in this section. Each criterion will be weighted as indicated, with the total for all criteria being 100 points. An application must receive a minimum of 50 points to be considered for funding. In evaluating an application, the Commissioner considers:

(a) The extent of the teacher center policy board's authority and responsibility for supervision of the project (10 points).

(b) The potential of the proposed teacher center for increasing the effectiveness of the teachers served, in terms of the learning needs of their students (20 points).

(c) The soundness of the proposed plan of operation, including consideration of the extent to which—

(1) The objectives of the proposed projects are sharply defined, clearly stated, and capable of being attained by the proposed procedures (10 points); and

(2) The adequacy of provisions for reporting of the effectiveness of the project and dissemination of its results, and for determining the extent to which the objectives are accomplished (10 points).

(d) The appropriateness of size, scope, and duration of the project so as to secure productive results (5 points).

(e) The adequacy of qualifications and experience of personnel designated to carry out the proposed project (5 points).

(f) The adequacy of the facilities and resources (5 points).

(g) The reasonableness of estimated cost in relation to anticipated results, including the proportion of the budget represented by costs for released time or substitutes (5 points).

(h) The potential of the teacher center to impact upon and improve the grantee's overall program of inservice training for teachers (15 points).

(i) The representativeness of the teacher center policy board under § 197.4(b) (10 points).

(j) The extent to which Federal funds will support new or expanded activities rather than supporting activities which are already being paid for from other resources (5 points).

(Implements Sec. 532, 20 U.S.C. 1119a.)

§ 197.12 Right of appeal.

Any local educational agency or institution of higher education that is dissatisfied with the recommendation of the State educational agency regarding its application under the teacher centers program may petition the Commissioner to request further consideration of the application by the State educational agency.

(Sec. 532 (c)(2) and (f), 20 U.S.C. 1119a (c)(2) and (f).)

§ 197.13 Compensation to State educational agencies.

(a) The Commssioner compensates State educational agencies for the cost of the following services performed in connection with the teacher centers program:

(1) Reviewing applications and providing comments thereon.

(2) Submitting of recommended applications to the Commissioner.

(3) Providing technical assistance to funded centers. Allowable technical assistance expenses of the State educational agency may include consultative services rendered at the teacher center site, workshops and conferences to provide information to centers (including an exchange of information among teacher centers), and activities of the State educational agency to obtain information incidental and necessary to the provision of technical assistance to funded centers in its State.

(4) Disseminating information resulting from activities of funded centers.

(Sec. 532 (c) and (d), 20 U.S.C. 1119a (c) and (d).)

(b) The Commissioner sets aside one-tenth of the amount appropriated for the teacher centers program for the compensation of State educational agencies, which sum will be disbursed according to the following stipulations:

(1)(b) Compensation for the combined services noted in subparagraphs (1) and (2), of paragraph (a) of this section is at a rate per application set by the Commissioner not to exceed prevailing rates for similar services.

(2) The remainder of the sum reserved for State educational agencies is made available to carry out functions described in subparagraphs (3) and (4) of paragraph (a) of this section.

(3) A State educational agency is compensated for the technical assistance it provides to, and the dissemination of information from, each funded teacher center in an amount for each center no more than that which bears the same ratio to the total funds available for these functions as the amount of the grant award to the teacher center bears to the total funds awarded to teacher centers in the fiscal year.

(Implements Sec. 532(d), 20 U.S.C. 1119a (d).)

APPENDIX

SUMMARY OF COMMENTS AND RESPONSES

The comments which follow came from (1) telephone conversations between interested persons and members of the Office of Education staff, (2) correspondence (nearly 300 separate letters including approximately 1500 specific recommendations), (3) personal visits by interested persons to the Office of Education, and (4) four public hearings (held in Atlanta, New York City, San Francisco, and Chicago) to elicit comments on the proposed regulation for the teacher centers program. Duplication and overlapping of comments made it possible to consolidate many recommendations and responses. The public comment and advice was very rewarding and has resulted in several significant changes in the regulation. The headings used in this summary merely suggest the subject of the comments and do not appear in the regulation. The section numbers are those of the corresponding sections of the regulation.

§ 197.1 *Waiver of the regulation.*

Comments. A commenter recommended that the regulation include a provision for waiving the regulation (i.e., exempting applicants and grantees from compliance with the regulation) under extraordinary circumstances which might arise. In these cases, the applicant would have to justify the need for the waiver to the Commissioner's satisfaction.

Response. No change is made in the regulation. A provision in the General Provisions Regulations of the Office of Education prohibits waivers of Office of Education regulations, including this one (45 CFR 100a.483). The prohibition of waivers is based largely on the Commissioner's concern for ensuring fair and uniform application of rules to all applicants and grantees. The issue of providing for waivers of grant regulations is being considered on a Department-wide basis. A proposed Departmental regulation providing for waiver of non-statutory requirements in limited circumstances was published in the FEDERAL REGISTER December 6, 1976 (41 FR 53411). It is possible that, because of this broader examination of the waiver issue, a final regulation may be issued on waivers applicable to the teacher centers program as well as other Department grant programs. However, pending the outcome of this examination, it is not appropriate that waivers be provided for in a particular program regulation.

§ 197.1 *Need for approval of the application by the applicant.*

Comment. A commenter asked whether an application prepared by a teacher center policy board can be submitted for review and evaluation even if it is not approved by the local educational agency.

Response. An application cannot be reviewed or evaluated if it has not been signed and submitted formally by the proper authority. Under the statute, only local educational agencies and institutions of higher education are eligible to apply.

§ 197.1 *Elimination of participation by institutions of higher education.*

Comment. A few commenters urged that the participation of institutions of higher education as grantees be minimized. Some wanted the participation of institutions of higher education eliminated entirely. Others suggested that institutions of higher education be required to compete with local educational agencies, subject to the ten percent ceiling in the statute. A justification given was that the statute gives the Commissioner discretion to use up to ten percent of the total program funds to make grants to institutions of higher education. The commenters reasoned that colleges and universities already have substantial funds for teacher training and have clearly demonstrated their capabilities in this area. Other commenters commended the decision to set aside the full ten percent for these institutions on grounds not only of fairness to institutions that have figured so crucially in the development of education in this country, but also because of the indispensable role they must continue to play in the training of teachers.

Response. No change is made in the regulation. The Commissioner is authorized to decide the extent to which program funds will be used, within the ten percent limit, to make grants to institutions of higher education to operate teacher centers. The principle thrust of the statute is to give teachers a larger voice in determining their own professional needs. However, colleges and universities will continue to play a vital role in the training of teachers at all levels. The degree-granting and educational research roles as well as the cooperative relationship they have with State departments of education in teacher training and certification justify using the maximum set-aside authorized by the statute. Since the majority of members of the policy board under a grant to a university or college must be representative of the teachers (as defined in § 197.2) in the area to be served, such a center may provide an opportunity for direct communication between teachers and preservice teacher education that has not existed before.

§ 197.2 *Preference for one site over another.*

Comment. A commenter asked if the regulation gives a preference to "school sites" or to "teacher centers" located away from schools as places where the staff development takes place. Another commenter wanted the regulation to define "site" as the school(s) where the participants work.

Response. No change is made in the regulation. The definition of "site" (the location or locations where the curriculum development and training activities of the teacher center take place) does not give a preference and leaves the determination of the location or locations to be used to the teacher center policy board.

§ 197.2 *Curriculum a prerogative of the State and local authorities.*

Comment. Several commenters saw potential conflict between the curriculum development in teacher centers and the fact that determination of the schools' curriculum is a prerogrative of the State and local educational agencies in the context of State and local law. These commenters asked for clarification of this issue.

Response. No change is made in the regulation. The regulation is intended to resolve this issue by defining "supervision", in § 197.2, as "* * * the setting of policy and any appropriate managerial or supervisory activities not prohibited by State or local law * * *"

The definition thus permits the persons served by the center to "develop and produce curricula" (as mandated in the statute). The activities of the policy board, however, or of the persons served by the center may, of course, not exceed the limits prescribed by State or local law. This is not considered to be an appropriate issue for further regulation by the Commissioner.

§ 197.2 *Meaning of "supervision."*

Comment. A commenter asked for further clarification of the term "supervision" as it relates to the functions of the teacher center policy board. More specifically, this commenter advised that the policy board (or the school district authorities) select and employ the director of the center and that the director (rather than the policy board as a whole) employ other persons whose services might be needed. Another commenter wanted "supervision" defined to include only matters which are not the responsibility of the local school board.

Response. No change is made in the regulation. The regulation does not limit the policy board's authority beyond the restrictions set by local and State law. The definition of "supervision" in § 197.2 does not preclude selection and employment of the center's director (if there is to be one) by the policy board and subsequent employment of other persons needed to staff the center by that director.

§ 197.2 *Eligibility of community colleges.*

Comment. One commenter requested that the regulation clarify whether a community college is eligible to apply as a local educational agency or as an institution of higher education. Another commenter wanted the regulation to specify that only accredited institutions of higher education could apply for assistance.

Response. A community college would be eligible to apply for assistance as an institution of higher education, provided it meets the definition of "institution of higher education" in section 1201(a) of the Higher Education Act, as amended. The regulation is changed to add the statutory definition. As is noted in another response, a community college would have to be accredited to be an institution of higher education, unless it meets exceptions specified under the definition. Community colleges as such would not be eligible as local educational agencies, but it is possible that a particular community college might establish that it comes within the definition of a local educational agency. For example, it might show that it is a public authority legally constituted within a State to perform a service function for public elementary and secondary schools.

§ 197.2 *Definition of "teacher."*

Comment. A commenter wanted the definition of teacher changed to state, "Teacher means any person who is certified where required and a major part of whose time is spent in direct contact with students, or who performs allied work which results in the placement of the person on the local salary schedule for teachers." Another commenter wanted "teacher" defined to include paraprofessionals, guidance counselors, and others doing supportive work, as well as teachers on leave of absence from teaching jobs who may be serving as officials in teacher organizations. Both of these commenters wanted their respective, recommended definitions to apply both to members of the classroom teacher majority of the policy board and to the eligibility of persons participating in the center's activities. Another commenter wanted kindergarten teachers to be included specifically in the definition; still another wanted "specialist" teachers and "teaching staff" added to the definition.

Response. "Teacher" is narrowly defined in § 197.2 to include only regular full-time classroom teachers engaged in teaching elementary or secondary school students. This definition applies primarily for purposes of determining who may be considered a teacher under the statutory requirement that the majority of the teacher center policy board must be "representative of elementary and secondary classroom teachers to be served by such center fairly reflecting the make-up of all schoolteachers, including special education and vocational education teachers." However, language limiting the applicability of the definition is deleted from § 197.2, with the effect that the definition applies to the word "teacher" throughout the regulation. This change should clarify the regulation. The narrow definition of teacher derives directly from the statutory reference to "elementary and secondary classroom teachers." The definition does not include paraprofessionals, counselors, or other support staff, nor does it include teachers on leave of absence, unemployed teachers, or substitute teachers. These categories of persons could serve on the teacher center policy board, but they could not be counted as part of the majority of "classroom teachers." To count them as part of the majority would dilute the legislated majority of "classroom teachers." The definition would include regular kindergarten teachers, if kindergarten is considered as part of elementary school education under State law. Section 197.3(d) of the regulation is changed to broaden the categories of persons eligible to participate in teacher center activities. This is more fully discussed below under the heading § 197.3 *Persons to be served by a center.*

§ 197.2 *Eligibility of institution of higher education laboratory schools to apply for assistance.*

Comment. A commenter asked whether "laboratory schools," attached to colleges or universities, are eligible to apply as local educational agencies for assistance to operate teacher centers. Another commenter requested that laboratory schools not be considered local educational agencies.

Response. A "laboratory school," attached to a college or university, is not eligible to apply for assistance as a local educational agency unless it establishes that it meets the definition of a local educational agency, for example, that it is a public institution having administrative control and direction of a public elementary or secondary school. Laboratory schools attached to colleges and universities do not generally operate as public elementary or secondary schools; and therefore, they would not generally be eligible as local educational agencies. A laboratory school could participate as part of an institution of higher education in developing an application submitted by the institution of higher education. Teachers from both public and non-public laboratory schools in the area to be served would have the opportunity to be served by the center.

§ 197.2 *Eligibility of regional educational service agencies as local educational agencies.*

Comment. A commenter requested that the regulation be changed to allow regional educational service agencies or intermediate units to apply as local educational agencies.

Response. No change is made in the regulation. The definition of local educational agency in § 197.2 is taken directly from the Higher Education Act. It would include particular regional educational service agencies and intermedite units if they are a public authority legally constituted to perform a service function for public elementary and secondary schools in a city, county, township, school district, or other political subdivision of a State, or such combination of school districts or counties as are regional in a State as an administrative agency for its public elementary or secondary schools.

§ 197.2 *Eligibility of State agencies other than State educational agencies to apply for assistance.*

Comment. A commenter requested that the definition of local educational agency in § 197.2 include those State agencies which are not part of or controlled by the State educational agency, but which nevertheless provide elementary and secondary education to special classes of students.

Response. No change is made in the regulation. State agencies other than State educational agencies may apply for assistance if they can establish that they have, under State law, "administrative control and direction of a public elementary or secondary school."

§ 197.2 *Eligibility of Indian tribal organizations.*

Comment. A commenter requested that the regulation be clarified to define Indian tribal organization as eligible applicants.

Response. The statute limits eligibility to "local educational agencies" and "institutions of higher education." Both entities are defined for purposes of the teacher centers program in section 1201 of the Higher Education Act. Indian tribal organizations, as such, do not come within these definitions. On the contrary, when Congress has intended to make Indian tribal organizations eligible under education assistance statutes, it has done so expressly. For example, in Title VII of the Elementary and Secondary Education Act (the Bilingual Education Act) and in the Indian Elementary and Secondary School Assistance Act, Title III of Pub. L. 81-874, local educational agencies are made eligible and additional language is used to make Indian tribal organizations eligible as well. These statutes and their legislative histories indicate the understanding of the Congress that the term "local educational agency" does not, without more specific language, include Indian tribal organizations. While Indian tribal organizations therefore are not generally eligible, particular tribal organizations may qualify as local educational agencies if they are constituted under a particular State's law to administer or control or to perform a service function for a public elementary or secondary school.

§ 197.2 *Definition of technical assistance.*

Comment. Several commenters asked that the term "technical assistance" be defined in the regulation.

Response. A definition of "technical assistance" is not added to § 197.2. However, § 197.13(a)(3) is changed to indicate the scope of technical assistance activities by the State educational agency.

§ 197.3 *Persons to be served by a center.*

Comment. Many commenters objected to the limitations in § 197.3(d) regarding categories of persons to be served by a teacher center. Some recommended the specific inclusion of certain additional categories, such as counselors, paraprofessionals, principals, administrators, supervisors, public school teachers assigned to teach adults only, teachers on leave of absence who may be officials of teachers' organizations, parents who assist with the program of instruction, librarians, and college faculty. Other commenters strongly supported the inclusion of teachers from non-public schools among those to be served by the centers. Other commenters wanted the teacher center policy board to have full authority to determine what categories of persons are eligible to be served by a center. Their rationale was that any person who is a teacher or who is cooperating with a teacher to improve a school's effectiveness should be eligible to participate in a teacher center's activities, and that the policy board is in the best position to make decisions in this matter. One commenter was concerned that inclusion of "non-professional people—aides and paraprofessionals—as teachers, diluted the voice of the real teachers." Another commenter felt that administrators and supervisors should be excluded. One large group of commenters wanted school administrators included specifically as eligible to participate in the center's activities, and recommended that their participation not be an option of the teacher center policy board.

Response. Section 197.3(d) of the regulation is changed to broaden the categories of eligible participants in center activities. A teacher center may serve paraprofessionals, teacher aides, pre-school teachers, teachers of adults below the college level, counselors, principals, other administrators, supervisors, curriculum specialists, librarians, media specialists, elementary and secondary school students, the parents of elementary and secondary school students, substitute teachers, part-time teachers, teachers who are unemployed or former teachers employed in other capacities who intend to return to teaching, and intern teachers assigned to teach in a school where the teachers are being served by a teacher center assisted under the Act. While the statute describes a teacher center only as a site which serves "teachers," it does not expressly preclude the participation of others. Some of the categories of persons added (such as substitute and part-time teachers, teacher aides, and counselors) may come within a broad definition of the term "teacher." The other categories of persons (such as principals and parents) are made eligible because their participation may be instrumental to the success of the teacher center program and to the subsequent implementation of the curriculum developed. The teacher center policy board has the flexibility to include these persons as participants, and § 197.3(d) provides that the teacher center policy board decides which, if any, of these categories beyond regular elementary and secondary classroom teachers may participate in a particular center's activities. These changes in the regulation do not "dilute the voice of regular classroom teachers," because only regular, full-time classroom teachers may compose a majority of the teacher center policy board, which determines the categories of eligible participants. On the other hand, the statute does not provide a basis for requiring that each center serve these categories of persons beyond regular elementary and secondary classroom teachers. Also, while postsecondary faculty members may be used as consultants or experts to assist the center's activities, they are not eligible to receive the center's services. The teacher centers program's purpose is to serve teachers at the elementary and secondary levels, not postsecondary teachers.

§ 197.3 *Access to teacher centers.*

Comment. Several commenters felt that the size of a teacher center should be limited by regulation to ensure that all centers supported by Federal funds would provide easy access to the local teachers to be served.

Response. Section 532(a)(2) of the statute specifically provides that a center may serve teachers from an entire State. The Commissioner may not by regulation forbid this option.

§ 197.3 *Clarification of the term "area."*

Comment. A commenter was confused by definition of "area" in § 197.2 and the use of the same word in § 197.3(a). Another commenter asked who determines the area to be served by a center.

Response. The definitions of "area" and "community" in § 197.2 are deleted, and § 197.3(a) is changed to clarify this matter. Under § 197.3(a), the applicant and the teacher center policy board decide the extent of the area to be served by the center. It may be (1) a portion of a single school district, (2) an entire school district, (3) any number of school districts in a State short of the total number of districts, or (4) the entire State.

§ 197.3 *Courses for graduate school credit.*

Comment. Several commenters urged that the regulation specifically permit teacher centers to organize inservice training courses for which graduate school credit may be granted.

Response. No change is made in the regulation. Nothing in the regulation prevents the teacher center policy board from cooperating with credit-granting institutions and organizing courses or any other kind of appropriate training with or without credit.

§ 197.3 *Retraining of teachers to meet changing personnel needs.*

Comment. A commenter wanted the regulation to make it clear that a federally-supported teacher center could be used to provide retraining for teachers who teach subjects for which there are declining enrollments, to enable them to teach in other fields where the demand for teachers is greater.

Response. No change is made in the regulation because, under § 197.3(b), the kind of retraining described by the commenter is clearly allowed.

§ 197.3 *Teacher center staff.*

Comment. Numerous comments were received regarding the teacher center staff. One commenter urged that the regulation require that the center's director be a full-time teacher. Another felt that the staff ought to be made up wholly of teachers. One commenter felt that the local administrators who are "held accountable for the quality of instructional programs," should work on a "fifty-fifty basis" with local teachers. One writer recommended that the use of college professors as staff be minimized; another encouraged heavy use of college faculty, especially in the subject matter areas. Many commenters recommended maintaining considerable flexibility in staff composition with a constantly changing mix of school and college personnel, depending on the changing needs of the centers.

Response. To avoid over-regulation and not limit the flexibility of teacher centers policy boards in serving the diverse needs of teachers, decisions regarding composition of the teacher center staff are left to the discretion of the applicant agency and the teacher center policy board.

§ 197.3 *Program of activities of the teacher center.*

Comment. Although not relating to a specific section in the regulation, there were numerous recommendations regarding the substantive programs of teacher centers. Many commenters urged that training programs be based upon needs assessments. Others called for programs to be determined totally by teachers. One commenter called for focusing on "teacher's needs as perceived by teachers." Still another commenter felt that programs should not be limited to inservice education. Another felt that teachers should share the responsibility for determining training needs with the administrators and supervisors "who are responsible for the quality of local programs." Still another called for giving emphasis to "exchanging educational strategies and/or curriculums with colleagues with similar classroom needs and programs." Other commenters stated that to preclude State participation in determining training priorities would ignore the State's responsibility, and in some cases violate State law. One commenter urged that teacher centers meet local needs that "might not necessarily be related to the social aims of the Office of Education priorities which are based upon public opinion of needs."

Response. No change is made in the regulation. The substance of teacher center programs and center activities should be determined by the applicant and the teacher center policy board, within the limits of State and local law, and within the scope of the activities described in § 197.3(b).

§ 197.3 *Objection to emphasis on research.*

Comment. Several commenters objected to what they perceived as over-emphasis on research in § 197.3(b)(2) and (3)(ii). One commenter felt that the language "seems to emphasize training of a university classroom style rather than revitalization through experiences, sharing and personal decision on formulation, selection, and utilization of experiences offered."

Response. No change is made in the regulation. In § 197.3(b)(2) and (3)(ii), the references to the use of research findings and to familiarizing teachers with developments in educational research come directly from the statute. There is no evidence of any congressional intent to emphasize traditional classroom training, and no such emphasis is intended in the regulation. The authorized activities described in § 197.3(b) are very broad, and particular emphases or approaches are for the teacher center policy board to determine.

§ 197.3 *Preference for consortia or combinations of applicants.*

Comment. A commenter wanted to know whether the regulation gives a preference to applications from combinations of eligible applicants, such as a local educational agency in combination with one or more institutions of higher education.

Response. The regulation does not give a preference in this matter. Each project application will be reviewed and evaluated on its own merits.

§ 197.3 *Required or voluntary participation.*

Comment. A commenter urged that participation by teachers or other eligible persons in a teacher center's program be entirely voluntary.

Response. No change is made in the regulation. The decision as to whether participation is voluntary or required is left to the applicant and the teacher center policy board.

§ 197.3 *Clarification of the term "grantee."*

Comment. A commenter wanted clarification of the term "grantee" in the case of an application by a combination of institutions of higher education and/or local educational agencies.

Response. In the case of a joint application from a combination of eligible applicants, a joint award usually would be made to all applicants, who would be joint grantees and jointly responsible for carrying out the grant. If the application "breaks out" separate budgets for each applicant, the Commissioner has the option of awarding separate grants to each applicant or one joint award with separate budgets for each, as provided in 45 CFR 100a.19.

§ 197.3 *Teacher centers to serve teacher centers.*

Comment. A few commenters requested that the regulation be changed to allow funding of teacher centers whose primary function would be to train the staff and directors of other teacher centers, to provide for dissemination services and communication among them, and to operate "model or demonstration" centers.

Response. No change is made in the regulation. The activities of a teacher center in § 197.3(b) are taken directly from Section 532(a)(2) of the statute. The statute does not authorize the funding of centers whose primary function would be to train the staff and directors of other teacher centers. As defined in the statute, the purpose of a teacher center is to serve teachers within a given service area. It should be noted that most of the services called for in the comment can be provided by the appropriate State educational agency.

§ 197.4 *Membership on teacher center policy board.*

Comment. Several commenters asked that the regulation clarify that various categories of persons, other than those specifically prescribed by the statute, may be selected to serve on the teacher center policy board. Some wanted the regulation changed to require this representation. Several commenters thought it would be wise to have representation of the school's community of parents, principals, librarians, and other adults on the teacher center policy board. Other commenters wanted at least one counselor on the board. One person wanted student representation. One commenter wanted to assure the predominance of classroom teachers in the "supervision" of a teacher center, and requested that the regulation require that 75 percent of the membership of the board be classroom teachers. Another felt that teacher representation should be limited to 40 percent. Another asked that only full-time kindergarten—12th grade classroom teachers be allowed to serve. One commenter asked that the constituencies of existing teacher centers be represented on the policy board. One commenter felt that the institution of higher education representation "should be proportional to the size of the board and fairly reflect the institution of higher education involved." Other commenters wanted persons serving full-time on the staff of the teachers' organization to be on the board.

Response. Section 197.4(a) is changed to clarify the statutory provisions regarding representation of school boards and institutions of higher education. No other change is made in the regulation. With respect to the make-up of the board, the statute provides merely that the majority of the board must be representative of elementary and secondary classroom teachers to be served (fairly reflecting the make-up of all school teachers) and that the board shall also include individuals representative of or designated by the school board of the local educational agency served by the center and at least one representative designated by institutions of higher education (with departments or schools of education) located in the area. The compositon of the teacher majority of the board is discussed above under the heading "§ 197.2 Definition of 'teacher'." Nothing in the staute or regulation prohibits representation of other groups, such as parents, administrators or teachers' bargaining agents, on the board, but it is inappropriate to require this representation when the statute does not do so. It also is improper to require that teacher representation be at least 40 percent or 75 percent of the board when the statute provides for a "majority." With respect to representation by institutions of higher education, the statute requires "at least one representative designated by the institutions of higher education (with departments of schools of education) located in the area." Given the statutory language, it is not appropriate to mandate proportional representation for institutions of higher education.

§ 197.4 *Representation of the local school board.*

Comment. A commenter noted that Section 532(b) of the statute calls for "individuals representative of, or designated by, the school board of the local educational agency served by such center * * *" on the teacher center policy board. This commenter wanted a clarification of the course to pursue if, for example, a college or university applies for Federal assistance to operate a teacher center for several local educational agencies, each with its own school board.

Response. The regulation is clarified regarding representation of school boards on the teacher center policy board for a center serving teachers from more than one local educational agency. The statute provides that the teacher center policy board must include "individuals representative of, or designated by the school board of the local educational agency served by such center * * *" (emphasis supplied). This is interpreted to require that at least two individuals on the board must represent school boards. It is up to the applicant(s) to decide whether to provide for additional representatives of school boards. The school board of each local educational agency must be represented on the teacher center policy board. This does not mean that there must be an individual from each school board, but it does mean that school boards will have to agree upon individuals to represent them on the teacher center policy board. For example, if five local educational agencies are served by a teacher center, and the teacher center policy board must include two representatives of school boards, the school boards might jointly agree to designate these two individuals to represent all of them.

§ 197.4 *Authority of the policy board.*

Comment. A commenter wanted the regulation to clarify to whom the policy board would be responsible (i.e., to the local school board or to the superintendent), or whether it would be independent. Another commenter asked how expenditures from the teacher center funds would be monitored. A few commenters wanted the name "policy board" changed to "advisory board" because the setting of policy is an *official* prerogative of the school board and any delegation of that authority could set a "dangerous" precedent. One commenter felt that the policy board as proposed is "unconstitutional." A number of commenters expressed anxiety over the possibility of conflict between the teacher center policy board of a federally-supported center and local school district authorities. These commenters saw possible differences between the center's plans for inservice education and the grantee's on-going or prospective program of staff development, and between the center's staff and "consultants and experts" and the persons already charged by the grantee to conduct staff development. Other possible areas of difficulty were the expenditure of the grantee's funds for released time or substitutes for teachers and the making of decisions about curriculum development.

Response. No change is made in the regulation. A central feature of the teacher centers program is the authority given by the statute to a teacher center policy board, the majority of which is representative of teachers, to "supervise" the activities of the center. However, a local educational agency, or an institution of higher education, is the grantee and the only entity eligible to submit a project application. The grantee has ultimate responsibility for the proper use of the grant funds. Thus, there must be an understanding between the parties based on good will and trust. Under § 197.9, both the policy board and the applicant must approve the project application before it can be submitted.

§ 197.3 *Participation by non-public school personnel.*

Comment. A commenter observed that the qualifying clause "if non-public schools are located in the area to be served and choose to participate in the teacher center" in § 197.3(a) does not appear in the references to non-public school teachers in § 197.4(b)(1) and § 197.9(a)(3). The commenter asked, "Is such permissiveness * * * also implicit in the other two places?"

Response. The qualifying clause in § 197.3(a) governs in all matters related to the participation of non-public school teachers in a teacher center. Section 197.4(b)(1)(i) and 197.9(a)(3) of the regulation are changed to clarify this.

§ 197.4 *Objection to "proportional numerically."*

Comment. Several commenters pointed out the difficulty in "making the categories of teachers on the teacher center policy board (e.g., vocational education teachers, special education, and other classroom teachers at both elementary and secondary levels) proportional numerically to the categories of teachers to be served, including equitable representation of non-public school teachers * * *." These commenters requested that the requirement of numerical proportion be eliminated on the basis that it could result in a policy board so large as to be incapable of supervising the teacher center. One commenter wanted to know whether every category of teacher must be represented or only those categories with a significant proportion of the teachers.

Response. The recommendation is accepted. Section 532(b) of the statute states that the "teacher center shall be operated under the supervision of a teacher center policy board, the majority of which is representative of elementary and secondary classroom teachers to be served by such center *fairly reflecting the make-up of all schoolteachers,* including special education and vocational education teachers" [emphasis added]. Section 197.4 of the regulation now follows the statute more closely and instead of "* * * proportional numerically to the categories * * *," reads "* * * reflect fairly the categories * * *." The proposed regulation was not intended to require strict, mathematical proportionality, but the Commissioner agrees with the commenters and believes that the statutory language clearly allows for some flexibility on this point.

§197.4 *Selection of the representative of an institution of higher education.*

Comment. A commenter recommended that the regulation require that the policy board member who is the "at least one representative designated by the institutions of higher education (with departments or schools of education) located in the area" be from a school or department of education.

Response. No change is made in the regulation. The suggested requirement would be over-regulation by the Commissioner. The institutions of higher education make the decision on whom to designate.

§197.4 *Selection of teacher members of a policy board for a statewide teacher center.*

Comment. A commenter recommended that in the case of a statewide center, the teacher members of the teacher center policy board should be appointed by the teachers' organization in the State having the largest number of members. Another commenter wanted the regulation to be more specific about the selection of policy board members for centers proposed by a combination of institutions or agencies to serve a large area.

Response. Section 197.4(b)(1)(ii) of the regulation is changed to provide a number of options for selecting the teacher majority of the teacher center policy board. The option of combining two or more of the other options should facilitate establishment of the board in the case of a center serving teachers from more than one local educational agency. The regulation provides that one option in the case of a statewide center is for the teachers to be appointed to the board by one or more State teachers' organizations.

§197.4 *Conflicts between State guidelines and teacher center regulation.*

Comment. One commenter requested that the regulation clarify whether State guidelines mandating "equal representation" among those participating in a program would prevail over §197.4(a)(1) of the regulation, which requires majority representation of teachers.

Response. No change is made in the regulation. The State educational agency may establish criteria for its own guidance in reviewing applications, but the Commissioner will not approve any application which does not conform to the statute and this regulation.

§197.4 *Exclusion of non-public school teachers from the board.*

Comment. Many commenters agreed with the regulatory requirement that non-public school teachers be served by a teacher center, but objected to the required representation of non-public school teachers among those elementary and secondary classroom teachers who compose the majority of the teacher center policy board. The rationale of the objection was that the teachers in many non-public schools are not required to meet the standard for licensure and certification that public school teachers must meet. The commenters also alleged that section 532(b) of the statute does not specifically require that the majority of the board include representation of non-public school teachers. Other commenters who opposed the inclusion of non-public school teachers among the majority members of the teacher center policy board pointed out that teachers from segregated schools and academies (those set up to avoid racial integration in the schools) could, under the regulation, become members of the policy board and beneficiaries of services. Another commenter asked how non-public school teachers could expect to be represented if a "collective bargaining agent" or other teachers' organization selects the teacher representatives on the board. One commenter recommended that the regulation be changed to allow only non-public schools accredited by the State educational agency to participate. Other commenters strongly supported the regulation as originally proposed.

Response. Section 532(a)(2) of the statute states that a teacher center "* * * *serves* teachers, from public and non-public schools * * *," and section 532(b) states that the majority of the teacher center policy board shall be "representative of elementary and secondary classroom teachers *to be served* by such center, fairly reflecting the make-up of all school teachers" [emphasis added]. Reading these subsections together, the Commissioner interprets the statute to require representation of non-public schools on the board. Section 197.3(a) of the regulation recognizes that there may be no non-public schools in the area to be served, or that the non-public school teachers in a service area may choose not to participate in a teacher center. Section 197.2 of the regulation is changed to add a definition of non-public school in response to the comments concerning participation by non-accredited or sub-standard private schools. Title VI of the 1964 Civil Rights Act (42 U.S.C. 2000d–2000d-4) prohibits Federal assistance to any school which discriminates on the basis of race, color, or national origin. Therefore, teachers from such a school cannot become members of a teacher center policy board and are not eligible to participate in any of the activities of the teacher center.

§197.4 *Building administrators as local educational agency representatives on the policy board.*

Comment. One commenter requested that the regulation require that "building administrators" be among the local educational agency representatives to the policy board.

Response. No change is made in the regulation. Section 532(b) of the statute requires that the policy board include "individuals representative of, or designated by, the school board of the local educational agency." A "building administrator" could be selected to serve in this capacity, but the selection is a prerogative of the school board, and the Commissioner has no authority to infringe on that prerogative.

§197.4 *Selection of teacher members of the policy board.*

Comment. One of the most frequent recommendations was that the "teachers' bargaining agent," if one exists in relation to the applicant agency or agencies (or in relation to the collaborating local educational agency in the case of applications submitted by institutions of higher education), should be allowed to "nominate" or "select" the teacher members of the teacher center policy board, and that this method of selection be made mandatory by regulation. Many commenters urged that all references to "negotiation" be eliminated to avoid possible conflicts. One commenter wanted a definition of the term "negotiation." In most cases, the comments urged that, if there is no bargaining agent, the teacher members of the board should be appointed by the local teacher organization which has the largest number of members. The reasons for their recommendation, briefly stated, are: (1) The proposed option in the notice of proposed rulemaking of selection by "negotiation" would re-open contracts, which in some cases cannot be re-opened in time, and might lead to prolonged discussion and bargaining; (2) selection by means of an election overlooks the fact that teachers' organizations in most school districts have already held elections and chosen their representatives; and (3) the best way to assure true representation of teachers and control by them of the teacher center is by leaving the selection of the classroom teacher members of the board exclusively to the teachers' organization.

The great number and variety of comments showed the importance of the selection of teacher members of the policy board. One commenter wanted the regulation to clarify that only the teacher members of the board would be selected by negotiation. Others wanted to know whether the methods of selection in §197.4(b)(2) were merely examples or whether their use was mandatory. One commenter requested that the option of selection by voting be eliminated, since a teacher center policy board selected by vote of the teachers might not reflect the school district's needs. This commenter wanted the selection of the board to be left to the discretion of the school board. Several commenters noted that in some cases the teachers' organization does not represent all of the teachers in the area. A commenter urged that the collective bargaining agent be given no voice in the selection of members of the board. A few commenters wanted the policy board to be elected by those teachers who choose to use the teacher center. One commenter recommended that the teachers' organization nominate candidates to the policy board and that the teachers to be served vote for the candidates of their choice. One commenter wanted the regulation to reflect a preference for election by voting rather than selection by "negotiation." One commenter recommended that the teachers' collective bargaining agent conduct an election of its members to select the teacher members of the board and that, where there is no collective bargaining agent, the State educational agency be authorized to hold an election for that purpose in the area to be served. Another commenter, arguing that the "American concept of one person-one vote" should prevail, proposed that all teachers to be served should have a vote in selecting the teacher representatives. Still another commenter urged that the options for selecting those representatives be left open, even if there is a recognized bargaining agent, in order "to ensure that the board is truly representative * * *."

Response. The Commissioner agrees with the general principle that classroom teachers should have maximum feasible control of the teacher centers through the policy boards. The regulation is changed to list the only possible options for selecting teacher representatives on the policy board and to clarify that these provisions refer only to the teacher members composing the majority of the board. The options include a broad "catch-all option" for other methods of selection. However, the common element in all the options, including the "catch-all", is that teachers generally, either directly or through teachers' organizations, must nominate or select the teacher representatives on the policy board. Consistent with the concern implicit in the great majority of comments, if the applicant unilaterally appoints classroom teachers to the board, these teachers could not be counted as part of the majority of the board representative of classroom teachers. It is not sufficient that the teacher representatives be classroom teachers; full-time regular classroom teachers generally must nominate or select them.

Two of the options for selecting the teacher representatives composing the majority of the board are for a teachers' bargaining agent, or the teachers' organization with the greatest number of teacher members to select the teacher representatives. The Commissioner recognizes that in many school districts these options may be the least disruptive and least expensive ways to select teacher representatives of the teacher center policy board, and the regulation expressly authorizes these options. However, to mandate that the only way for the teachers composing the majority of the policy board to be representative is for them to be appointed by a teachers' bargaining agent or organization would be serious over-regulation, particularly given the failure of the statute to call for this option or even to mention teachers' organizations. Therefore, even if there is a teachers' bargaining agent or a teachers' organization within the area to be served by the center, the applicant has all of the options in § 197.4(b).

In the case of a teacher center which will serve teachers from more than one local educational agency, the applicant or applicants must pick one or a combination of the other options to make the majority of the board representative of classroom teachers. In the case of a statewide project, one acceptable option would be for one or more statewide teachers' organizations to select the teacher representatives.

§ 197.4 *Board picks electors, electors pick board.*

Comment. A commenter pointed out a confusing "circular situation" created by the proposed regulation which required on the one hand that the policy board be representative of the categories of teachers to be served (§ 197.4(b)(1)), and on the other hand stated that the teacher center policy board may determine which categories of persons may be served by the center (§ 197.3(d)). A related comment wanted clarification as to whether a teacher center which specializes in a particular subject area or kind of teacher must have a policy board which reflects that specialization. Another commenter recommended that an interim planning board be formed to determine "representativeness needed to meet the requirements of the policy board."

Response. Section 197.4(b) is changed to clarify this matter. The regulation now interprets the statute to require that the majority of the board represent all regular, full-time elementary and secondary school classroom teachers in the area to be served. The statute expressly states that the majority of teachers on the board must "fairly reflect the make-up of all schoolteachers, including special education and vocational education teachers." Therefore, even if, for example, a center decided to focus on the curriculum and training needs of social studies teachers, a board with a majority composed solely of social studies teachers would not satisfy the regulation. Representativeness of the teacher center policy board must be examined with reference to all teachers. The teacher center policy board can decide to give priority, or even create limits on the availability of its services, to certain types of teachers, but this would not affect the requirements concerning composition of the board.

§ 197.4 *Policy board's right to approve or disapprove the application.*

Comment. One of the most frequent recommendations was that the regulation be changed to require that each application be approved by the teacher center policy board prior to its submission. The rationale of the recommendation is that this is the only way to assure that the policy board's contribution to the application will be given full consideration. Several commenters cited instances in their experience in which teachers were supposed to participate fully in a process or development, but in which their participation was only superficial or "token."

Response. The recommendation is accepted. The regulation is changed to require approval of the application by the policy board. This is what was intended in the proposed regulation, but the Commissioner agrees that the regulation should specifically require approval of the application by the board.

§ 197.4 *Timing of establishment of policy board.*

Comment. One commenter felt that the requirement that policy boards be established before the development of a proposal would give an advantage to: (1) Centers already in existence, and (2) centers being proposed for urban areas. Another commenter representing a large organization felt that it would not be necessary to establish the policy board prior to proposal development if the appropriate teacher's organization were involved from the beginning. One commenter recommended that "interim" policy boards be formed to prepare the applications. On this issue, most commenters strongly supported a requirement for prior formation of the policy board as a means of assuring full participation by teachers and their representatives in preparation of the application.

Response. Although some centers already in existence might have boards which meet some of the requirements of the program, almost none has the composition required by the statute. Thus, virtually all policy boards will be newly formed. The Senate Committee report related to the statute stated: "The purposes of these centers are to meet the professional needs of local teachers *as defined by the teacher center policy boards*" [emphasis supplied]; S. Rep. No. 882, 94th Cong. 2nd Sess. 37 (1976). The legislative intent to have the policy board determine the needs of teachers to be met would be thwarted if proposals were submitted before the board was established.

§ 197.4 *Operation of the policy board.*

Comment. One commenter requested that the regulation establish a method of voting by policy boards which would reflect "parity" among the groups represented on the board.

Response. No change is made in the regulation. In the absence of any specific statutory authority, it would be over-regulation to include the suggested requirement. The operating procedures of policy boards are best determined by the boards themselves.

§ 197.4 *Selection of policy board members other than the teacher majority.*

Comment. Numerous commenters asked for the same kind of specific directions for selecting all categories of policy board members as are provided in § 197.4 for selecting the teacher majority. Several commenters asked what should be done in cases where there are no institutions of higher education in the area to be served. Another asked what should be done if there are no teachers of vocational education in the area to be served. Yet another commenter requested that the regulation stipulate that an applicant local educational agency choose the institution of higher education to be represented, and that the local educational agency and the institution of higher education together designate the individual to represent the institution of higher education. Another commenter wanted the regulation to allow the teacher members and school board members of the policy board to select, or at least approve, the representative(s) of institutions of higher education and several comments wanted non-teacher members of the board to be selected only with the approval of the board's teacher majority. Another commenter requested that some method of choosing the institution of higher education representative be outlined, since some areas have many institutions of higher education, and conflicts may ensue.

Response. Specific directions are given for the selection of the teacher representatives to the board because they will constitute the majority and because the Commissioner wants to do everything possible to assure that the intent of Congress, i.e., supporting centers that focus primarily on teachers' needs as perceived by teachers, is realized. Rather than attempt to provide by regulation for every different situation, the Commissioner prefers to rely on the good judgment of the applicants. Where there are no institutions of higher education with departments or schools of education in the area to be served, the requirement for representation of institutions of higher education does not apply. The same is true regarding the requirement for representation of vocational education teachers. There is no basis in the statute for a regulatory requirement that non-teacher members of the board be subject to approval by the teacher majority. As clarified by a change in §197.4(a), the Commissioner interprets the statute to require that all institutions of higher education with schools or departments of education in the area to be served have the opportunity to participate in designating the one or more representatives of institutions of higher education. This would occur after the applicant determines how many representatives from institutions of higher education to have on the board.

§197.5 *Support of independent existing teacher centers.*

Comment. Several commenters, primarily representatives of established, on-going, independent teacher centers, expressed concern about the continued existence of those centers, since the teacher centers statute contains specific requirements which would not allow support of those centers in their present independent form. These commenters feared that the new teacher centers program might have a negative effect on many of the successful, on-going, independent centers.

Response. No change is made in the regulation. Under the statute, grants may be made only to local educational agencies and institutions of higher education, but applications for grants could be developed by a local educational agency or an institution of higher education for a project to be carried out at an existing independent center. The center would have to be supervised by a teacher center policy board formed according to §197.4 (a) and (b). These applications would be reviewed on the same basis as other applications.

§197.5 *Set-aside for planning grants.*

Comment. One commenter wanted a percentage of the total program funds set aside for planning grants.

Response. The Commissioner does not feel that predetermined set-asides, either for operating or planning purposes, would be wise at the beginning of a new program. Section 197.6(b) is changed to avoid any implication that any set-aside or priority will be given to planning or other grants.

§197.5 *Definition of the term "operate."*

Comment. Many commenters objected to the proposed definition of "operate" in §197.5(b) which they argued would, in effect, permit institutions of higher education to plan and establish new teachers centers and put them into operation under the teacher centers program. The objection was based on the statute, which permits local educational agencies to plan, establish, and operate centers, but limits institutions of higher education to operating teacher centers. Most of these commenters wanted the regulation to limit institutions of higher education to the operation of centers which had already been planned and established using other resources. One commenter asked whether an institution of higher education may apply for support to operate an existing "independent" center. Other commenters strongly supported the definition of "operate" in §197.5(b).

Response. Section 532(f) of the statute authorizes grants to institutions of higher education "to operate" teacher centers. (This contrasts with the language in Section 532(a)(1) which authorizes grants to local educational agencies "to assist such agencies in planning, establishing, and operating teacher centers.") Section 197.5(b) of the proposed regulation gave effect to this difference in authorizing language by making institutions of higher education eligible for grants only if the teacher center would be in operation at the end of the grant period. In order to follow more closely the authorizing language, §197.5(b) is changed to make institutions of higher education eligible only for grants "to operate" teacher centers. However, there is no evidence of congressional intent to limit eligibility to only those institutions of higher education which are already operating an existing teacher center. Under §197.5(b), an institution of higher education is eligible for a grant "to operate" a new or proposed teacher center but, unlike a local educational agency, is not eligible for a grant to assist in planning or establishing the new teacher center. Therefore, an institution of higher education must pay the costs of planning and establishing a new teacher center out of funds from sources other than the teacher centers program.

Comment. A commenter wanted the amount allowed to a grantee institution of higher education for "operation" of a center to be limited to 10 percent of the grant, and wanted the balance of 90 percent to be at the disposal of the teacher center policy board in the associated school district(s).

Response. No change is made in the regulation. There is no justification for the suggested discriminatory treatment of institutions of higher education that become grantees. It should be noted, however, that in all cases the teacher center policy board "supervises" the center, which may include budgeting and the expenditure of the center's funds, if the board is not prohibited from performing those functions by State or local law.

§197.5 *Features of a planning grant.*

Comment. A commenter wanted to know whether a planning grant is limited to one year or less in duration, or whether it may be considered to be the first year of a project whose goals and activities are projected over a period of up to three years, under §197.7 of the regulation.

Response. An applicant for a planning grant may submit either a one-year application, or a multi-year application, under §197.7(a), calling for full-scale operation of the project during the subsequent year or years.

§197.6 *Allocation of funds in applications by consortia.*

Comment. A commenter requested that the regulation state how program funds will be divided between the 90 percent for local educational agencies and the 10 percent for institutions of higher education in the case of an application made by a combination of entities under §197.3(c).

Response. Section 197.6(c) of the regulation has been revised to provide that: If the application presents separate budgets from each applicant of the combined application, the division will be made on that basis. If separate budgets for applicants are not provided, the grant amount will be prorated according to the ratio of the institutions of higher education to all recipients of the grant.

§197.6 *Preference for small or large grants.*

Comment. Several commenters wanted the grants to be small. This, they believed, would help to assure the continuation of a center with locally-generated funds after the period of Federal support has ended. They argued that large Federal grants would make it more difficult and less likely that a center would continue with local funding. Another commenter favoring small grants suggested that it would be better to spread the funds to more places so that many more teachers could be served. Other commenters called for "some guidance" regarding desirable size of grants. Some commenters were decidedly in favor of large grants.

Response. No change is made in the regulation. The Commissioner believes that in the first years of the program at least, there should be maximum flexibility with respect to grant size. An applicant is free to request relatively small sums.

§197.6 *Gradual decrease in amount of Federal funding.*

Comment. A commenter, interested in trying to increase the likelihood that a teacher center will continue in operation after the period of Federal funding, recommended that the amount of Federal funding be decreased during the second project year and further decreased during the third year (in the case of centers which are supported for 36 months). The commenter's rationale was that this requirement would prepare the grantee and the teacher center policy board for the fourth year, when no Federal funds would be available.

Response. No change is made in the regulation. It is very important to leave open as many options as possible to a grantee and the policy board. The Commissioner does not know how many years of Federal financial support, and at what level, a given teacher center would need to demonstrate effectiveness and ensure its continued viability. Applications which propose to follow the strategy of this commenter and request less funding each succeeding year would be welcome, but the regulation does not require that strategy.

§197.6 *Determination of good quality for approval of grants to institutions of higher education.*

Comment. One commenter asked how the Commissioner proposes to determine whether there are sufficiant applications "of good quality" from institutions of higher education to warrant using the ten percent set-aside. The concern implicit in the question was that "good quality" was a highly subjective variable which could lead to abuse in the evaluation process to the disadvantage of institutions of higher education.

Response. Section 197.6(a) no longer includes the term "of good quality." Instead, §197.6(a) states that the maximum ten percent set-aside will be used "provided that there are sufficient applications from institutions of higher education which receive the minimum of 50 points to be eligible for funding under the evaluation criteria in §197.11."

§197.7 *Gradual increase in funding.*

Comment. A commenter proposed that the Commissioner follow the model of a proposed State plan for funding inservice education by which modest funds would be provided for the first year of a center's activities, with increased funding in subsequent years as the center demonstrates constituent support and effective services.

Response. No change is made in the regulation. A multi-year project may request a small grant for the first project year with larger grants in subsequent years. However, this is ony one possible approach. Furthermore, the difficulty of measuring "constituent support" and "effective services" would make it extremely difficult to evaluate projects using the commenter's criteria.

§ 197.7 *Assurance of three-year funding.*

Comment. A commenter wanted the regulation to clarify the "stability of funding" of an approved center for the second and third project years. One commenter on this subject wanted clarification of the role of the State educational agency in determining whether a funded center would be continued beyond the first year of Federal support.

Response. The language in § 197.7 means that, where a project is initially funded on a multi-year basis, continuation grants for the second or third year of the project are made on a noncompetitive basis, contingent upon the presentation of evidence of satisfactory performance of the work as proposed and the availability of Federal funds. However, no application (including applications for continued funding) will be approved by the Commissioner unless the State educational agency has performed its reviewing functions and recommended the application, under § 197.10(a). This regulation applies equally to original applications and to applications for assistance to continue a project for a second or third year. Therefore, it is possible that a project funded initially with a multi-year project in mind may be vetoed by the State educational agency in a subsequent year.

§ 197.7 *Single-year and multi-year applications.*

Comment. A commenter wanted to know whether an applicant that requests only one year of support is at a disadvantage with respect to initial funding or continued funding in comparision with applicants that request multi-year support.

Response. With respect to new applications for initial support, applications requesting support for one year and applications requesting multi-year support will be reviewed on the same basis. No preference will be given. However, it is possible that the length of a given project in relationship to the budget request of that project and its anticipated results may affect the application's rating under several of the evaluation criteria. A project funded on a one-year basis, which then seeks a follow-up grant, will have its application reviewed on a competitive basis with applications for new grants. On the other hand, an application to continue a project initially awarded on a multi-year basis for the second or third year will be evaluated with other continuation applications on a non-competitive basis.

§ 197.7 *"Best interest of the Government."*

Comment. A commenter recommended that the expression "best interest of the Government", as it applies to the continuation of funding during a second and third year, either be clarified or eliminated.

Response. The recommendation is accepted. The term "best interest of the Government," is not used in the regulation.

197.8 *Prohibition of supplantation of regular expenditures.*

Comment. A commenter requested that the regulation assure that Federal funds used to support a teacher center will not be used to supplant State or local funds normally used by the grantee for support of inservice training for teachers and curriculium development. Another commenter recommended requiring an assurance "that the proposed teacher center program is one which is not currently being supported by other public sources and is such that its program elements are not, or cannot be performed under existing agency, institutional or administrative unit funding."

Response. A criterion addressing the commenters' concern is added in § 197.11(j).

§ 197.8 *Released time to prepare the application.*

Comment. A commenter requested that the regulation allow payment of released time as needed for those teachers and other employed persons who participate in preparation of the teacher center project application.

Response. Section § 197.8 is changed to clarify that the expenses of application development are not allowable costs. To allow these expenses would use up funds which should be used to support teacher center programs, and would reimburse grantees for expenses which unsuccessful applicants must bear from other resources.

§ 197.8 *Determination of direct and indirect costs*

Comment. One commenter asked who determines which are direct or indirect costs in accounting for grant funds.

Response. The initial determination would be made by the grantee in accordance with the grantee's official accounting procedures and the applicable cost principles prescribed in 45 CFR Part 100a and appendices A, B, C, and D to 45 CFR Part 100a.

§ 197.8 *Use of Federal funds for remodeling and maintenance.*

Comment. A commenter believed that there might be places and conditions where the success of a teacher center would be affected by the availability of funds for minor remodeling of the quarters to be occupied by the center. The commenter wanted the expenditure of Federal funds for such remodeling to be an allowable cost. Another commenter proposed that "regular maintenance of facilities" be an allowable cost.

Response. No change is made in the regulation. The applicant is expected to furnish the space and facilities required for effective performance. Given the relatively small amount of program funds available, use of the funds for remodeling would not be in the best interest of either the teachers to be served or their pupils. The maintenance of facilities, i.e., janitorial service, is allowable as a direct or indirect cost in keeping with the grantee's accounting procedures, consistently applied.

§ 197.8. *Payment for graduate credit.*

Comment. A commenter recommended that the regulation give the grantee (through its teacher center policy board) the option of paying the cost of securing graduate credit for inservice education provided by a teacher center. This was seen by the commenter as "an excellent motivator * * * a far less expensive incentive than teacher stipends."

Response. No change is made in the regulation. The cost of securing credit (whether college or university credit or credit equivalency for purposes of professional growth or salary increments) as part of the program of inservice training of a teacher center is not specifically stated as an allowable cost in § 197.8, but it would be covered under § 197.8(a) (2) and (3), Services of consultants and experts and Service contracts.

§ 197.8 *Payment of released time and substitutes.*

Comment. A recommendation made by many commenters was that the payment of the cost of released time or of substitutes, which would enable teachers to use the teacher center during their working hours, should be an unrestricted allowable program cost. Most of the commenters wanted the teacher center policy board to be free to decide whether and to what extent Federal funds should be spent for this purpose. The basic rationale was that the teacher center would be less effective if teachers and others could attend only before or after working hours during their free time. In addition, it was pointed out that staff development for other categories of workers is commonly provided during working hours, and that in some cases, notably when widely separated rural districts combine to use a single teacher center, attendance will be impracticable if it cannot take place during the regular school day. Many commenters stated that it would be unfair for teachers to be asked to use their limited free time for this purpose. Still another reason given was that, without a provision for payment of released time and substitute teachers, it would be unfeasible to organize inservice training or other activities for large groups of teachers or at a series of sessions. Some of the commenters urged that, at the very least, the regulation should permit payment of released time or substitutes for teacher members of the teacher center policy board when engaged in the affairs of the board. One commenter supported the use of Federal funds to pay for released time but recommended that a limit be set on the percentage of grant funds that can be used for this purpose. One commenter believed that the payment of released time by a teacher center in an area affected by court-ordered desegregation would have beneficial effects. One commenter noted that taxpayers often oppose the use of substitute teachers. This commenter recommended that if the payment of released time is made an allowable cost, the substitutes should be paid directly so as not to complicate the school district's accounting procedures. A few commenters strongly approved the regulation in its proposed form. Several commenters stated that it would be "a mistake" to pay for any released time.

Response. The proposed regulation was not intended to discourage or prohibit the release of teachers and use of substitutes to facilitate attendance at teacher center activities, but rather to limit the use of Federal funds for this purpose to those cases where an applicant "demonstrates a special need." The rationale for this limit was that, notwithstanding the desirability of released time, any large use of Federal program funds to pay for released time would reduce severely the number of teacher centers that could be supported. Nevertheless, the reasoning of the overwhelming majority of commenters is found compelling, particularly in regard to giving more authority to the teacher center policy board. The regulation is changed as follows:

(1) Section 197.8 of the regulation is changed to allow as grant costs payments for released time or for substitutes neces-

sary to allow teachers to participate in center activities. Provision is not made to allow as grant costs released time or substitute payments for persons other than full-time regular classroom teachers served by the teacher center.

(2) The language of § 197.8 is clarified to show that expenses for the operation of the teacher center policy board (including the payment of released time or substitutes to allow teacher members to participate in board activities) are allowable costs.

(3) To address the Commissioner's concern that a substantial proportion of program funds will be consumed for released time or substitute payments, thereby reducing the number of awards which can be made with limited Federal funds, § 197.11 is changed to provide that, in reviewing applications for the reasonableness of costs in relationship to anticipated results, the Commissioner considers the proportion of the budget represented by costs for released time or substitutes. Therefore, an application with substantial budgeted cost for released time or substitutes probably would not be well rated under § 197.11(g) (which counts for 5 points).

The determination of accounting procedures and how to pay substitute teachers is a prerogative of the grantee.

§ 197.8 *Purchase of instructional materials.*

Comment. One commenter proposed that the purchase of instructional materials be an allowable cost.

Response. No change is necessary in the regulation, which already allows these purchases under § 197.8(a) "other direct and indirect costs incurred by the grantee in carrying out its approved plan of operation * * *" These costs must, of course, further the activities of the teacher center and would include instructional materials for teacher center participants. With respect to instructional materials for students taught by teacher center participants, these costs would be allowed only on a limited basis to the extent that limited materials are incidental to the center's activities.

§ 197.9 *Submission of applications by institutions of higher education.*

Comment. Most commenters representing institutions of higher education recommended that applications from those institutions be submitted directly to the Commissioner rather than through the State educational agencies. These commenters cited the statutory language in Section 532(f) "* * *may be expended directly by the Commissioner to make grants to institutions of higher education* * *" Other commenters particularly those representing State educational agencies, stressed the importance of requiring in the regulation that all applications from institutions of higher education be submitted to the appropriate State educational agency for review and approval before being submitted to the Commissioner. One commenter pointed out that if applications from institutions of higher education are reviewed by State educational agencies, these agencies could fail to find any such applications worthy of transmission to the Commissioner for consideration.

Response. No change is made in the regulation. While the statute is somewhat ambiguous on this point, the Commissioner interprets it to require that applications from institutions of higher education be submitted through the State educational agency. Section 532(f) of the Act provides that the Commissioner may make grant awards directly to institutions of higher education, in contrast to Section 532(e), which authorizes institutions of higher education to participate only by contracting with a local educational agency which receives a grant from the Commissioner.

Section 532(f) does not expressly address whether an application from an institution of higher education must be submitted through a State educational agency. It provides that the authority to make grants to institutions of higher education is "subject to the other provisions of this Section," which would include provisions for applications to be submitted through the State educational agency.

In requiring submission of applications by institutions of higher education through the State educational agencies, the regulation reinforces the important role of the State educational agencies for providing technical assistance to, and disseminating information from, funded centers.

§ 197.9 *Sufficient time to prepare the application.*

Comment. Several commenters, taking into account the statute's special requirements for formation of the teacher center policy board, requested that the maximum possible amount of time be allowed between the official announcement of the closing date for submission of applications and that closing date. They wanted, if possible, three months. One commenter requested a six month preparation period.

Response. No change is made in the regulation. This matter is not one which the Commissioner will resolve by regulation. Instead, the length of time for preparing the application will be determined each Closing Date published in the FEDERAL REGISTER. The Commissioner agrees with the recommendations and will allow the maximum time possible, within the constraints of each funding cycle.

§ 197.9 *Education of the handicapped.*

Comment. One commenter requested that the regulation clarify the relationship between the teacher centers program and national efforts to improve the education of the handicapped.

Response. No change is made in the regulation. The education of the handicapped merits high priority, and teacher centers are a potentially useful means of serving that priority. However, the teacher center statute does not focus on particular substantive areas of education. Rather, the statute is designed to allow the teacher center policy board to determine the training and curriculum development needs of teachers at the local level. The decision to include activities related to the education of the handicapped is one for each teacher center policy board and applicant.

§ 197.9 *Provision of technical assistance.*

Comment. A commenter recommended that a local educational agency be required to set forth in the application how it will use technical assistance and from which institution(s) of higher education it will secure the assistance.

Response. No change is made in the regulation. This information is not needed by the Commissioner to carry out a review of the eligibility and quality of proposed projects.

§ 197.9 *Input to the policy board from teachers.*

Comment. A commenter, interested in assuring maximum involvement of teachers in the preparation of project applications under the teacher centers program, recommended a requirement that teachers in the applicant's district or proposed service area have the opportunity to review the application and to submit written suggestions for change to the policy board before the application is submitted to the state educational agency.

Response. No change is made in the regulation. The Commissioner is aware of the value of teacher input in the development of teacher center project applications and has assured this input by requiring that the project application be approved by the policy board.

§ 197.9 *Existing arrangements between institutions of higher education and local educational agencies.*

Comment. One commenter requested that the regulation recognize that many institutions of higher education have already formed effective informal arrangements with local educational agencies.

Response. No change is made in the regulation. The requirement in § 197.9(c) that "an institution of higher education shall include in its application * * * evidence that arrangements have been made with those local educational agencies with teachers to by served by the project for the participation of the teachers in center activities and in the activities of the teacher center policy board" is meant to ensure that any application from an institution of higher education has the necessary input from the local educational agency (or agencies) and its teachers before the application is reviewed. An existing arrangement, as suggested by the commenter, could facilitate the arrangements referred to in § 197.9(c) of the regulation, but the Commissioner does not feel that such an existing arrangement is sufficiently advantageous to merit special credit under the evaluation criteria.

§ 197.9 *Use of one Federal program to complement another.*

Comment. A commenter asked about the possibility of local educational agencies using other Federal programs of financial assistance to education to complement the teacher centers program. As examples, he cited the Emergency School Aid Act and Title IV-C of the Elementary and Secondary Education Act, of 1965, as amended.

Response. As long as expenditures comply with the applicable statutes and regulations for each program and are in accordance with the application for these programs (and the expenditures can be properly accounted for), there is no reason why programs cannot complement each other.

§ 19710 *Guarantee of approval*

Comment. A commenter asked whether there is any assurance that if a State agency recommends approval of one or more applications, at least one will be approved by the Commissioner.

Response. There is no assurance that at least one application will be approved from each State. All applications transmitted to the Commissioner will compete on equal terms on a nation-wide basis for the available funds, against the published requirements and evaluation criteria. Unlike some other educational assistance statutes, this statute does not provide for grants to each State, nor does it provide for any geographical distribution of the grants.

§ 197.10 *Provision of technical assistance.*

Comment. A commenter wanted the regulation to provide that the State educational agency, if requested by a grantee in its jurisdiction to furnish technical assistance to a teacher center, may choose to do so through one or more of the State's public institutions of higher education. This is to say that instead of using its own staff to provide the assistance, the State educational agency would be free to call upon a publicly-supported college or university to provide it. Another commenter asked what kind of technical assistance will be provided to a teacher center by the State educational agency. The commenter also asked what the regional officials of the Office of Education will do to make the technical assistane more effective.

Response. No change is made in the regulation. While technical assistance must be provided by the State educational agency, there is nothing in the statute or regulation which would preclude a State educational agency from arranging for that technical assistance to come from an institution of higher education or any other qualified agency or individual. The specific nature of the technical assistance provided will depend upon the needs of particular teacher centers and upon the specific activities planned by State educational agencies to respond to those needs. Regional officials of the Office of Education have no particular mandated role in the teacher centers program, but could, of course, be asked by the teacher center policy board for assistance.

§ 197.10 *Use of teachers to review applications.*

Comment. Several commenters recommended that the regulation require the State educational agencies to include full-time regular classroom teachers on any boards or panels set up to review applications under the teacher centers program. Some commenters wanted teachers to comprise the majority of any such board or panel of reviewers. Other commenters wanted a requirement that classroom teachers comprise a majority of any panel used by the Commissioner either to select reviewers or to determine the review criteria to be used by the States. Another commenter wanted to know who would review applications at the State and Federal levels. Yet another commenter urged that both State and Federal review panels have the same composition as the policy board.

Response. The Commissioner has no authority to determine who will review the project applications for the State educational agencies, and whether those persons are members of the agencies' own staffs, outsiders, or a combination of these. At the Federal level, the Commissioner, in deciding who will review the applications, will be sensitive to the comments and expects to use teachers as well as others for this purpose.

§ 197.10 *Dissemination by State educational agencies.*

Comment. A commenter interpreted § 197.10(b) to mean that the State educational agency would have the unreasonable burden of preparing, for submission with each application transmitted to the Commissioner, a separate plan for technical assistance and dissemination specifically related to each application. The commenter thought it should be sufficient for the State educational agency merely "to give assurance that application review, technical assistance and dissemination of information will, within available resources, be carried out and reported."

Response. No change is made in the regulation. Section 197.10(b) does not require, from the State educational agency, a separate plan for technical assistance and dissemination for each center. The requirement is met if the State educational agency, concurrently with or in advance of its submission of recommended applications to the Commissioner, submits (1) a single, general written assurance pertinent to all applications which it transmits to the Commissioner to the effect that the agency (a) will make provision for furnishing technical assistance to approved centers within the State, and (b) will disseminate information derived from those centers; and (2) a single, general statement on how the technical assistance and the dissemination will be performed, together with an estimate of their cost.

§ 197.10 *Elimination of State educational agencies from the program.*

Comment. Several commenters recommended that the State educational agencies' role in the teacher centers program be eliminated entirely.

Response. No change is made in the regulation. The statute explicitly assigns to State educational agencies the tasks of reviewing, commenting on, recommending, and transmitting applications, as well as providing technical assistance to and disseminating results from funded centers in the State.

§ 197.10 *Substitute for the role of the State educational agency.*

Comment. One commenter suggested that the responsibility of reviewing project applications by the State educational agency be given to a different State agency concerning with education, namely the State agency responsible for accreditation standards and the licensing of teachers. Another commenter on the same subject wanted the regulation to be changed to require coordination between the State educational agency and the State agency responsible for certification, since teacher centers may well become involved in programs to certify or recertify teachers.

Response. No change is made in the regulation. The statute provides for review and approval of local educational agency applications by the State educational agency. The term "State educational agency" as used in the statute is defined in Section 1201(h) of the Higher Education Act of 1965, to mean "the State Board of Education or other agency or officer primarily responsible for the State supervision of public elementary and secondary schools, or if there is no such office or agency, an officer or agency designated by the Governor or by State law." While the State educational agency may well wish to consult or coordinate with the State agency responsible for the certification of teachers, the matter is clearly a prerogative of the State educational agency and not one to be regulated by the Commissioner.

§197.10 *Combined local educational agency—State educational agency.*

Comment. A commenter asked that attention be given in the regulation to special problems that might arise in those cases (District of Columbia, Puerto Rico, Hawaii) where the State educational agency is also the sole local educational agency.

Response. No change is made in the regulation. Section 197.3(a)(1) of the regulation provides that a center may serve an entire State. The appropriate educational agency in these jurisdictions would simply discharge the functions of both the State educational agency and the local educational agency under the regulation. Those State educational agencies which also function as the sole local educational agency in the area of their jurisdiction are not required to review and make comments on the applications they transmit to the Commissioner under §197.10(a).

§197.10 *Cooperation of State and Federal agencies.*

Comment. Commenters representing State educational agencies urged that the regulation reflect the need for cooperation at the Federal and State levels to coordinate teacher certification programs, graduate programs, and classroom programs. They wanted the teacher centers to fit closely with the individual State's needs and priorities. Some of the commenters recommended that the Office of Education "authorize State agencies to develop State plans for professional development which specify the criteria to be used in reviewing and recommending applications" under the teacher centers program.

Response. No change is made in the regulation. The Commissioner recognizes that some States have State-wide plans for inservice training of teachers, and that it would be desirable in those cases to integrate the State's teacher centers with those plans. The States already have authority to ensure this integration by means of their role in reviewing and recommending applications. However, the Commissioner lacks authority either to require or to pay for the development of State plans for professional development which include criteria for the review of applications. If State educational agencies do develop their own criteria for reviewing applications under this program, they are urged to make them public as soon as possible.

§197.10 *Pre-application involvement of State educational agency.*

Comment. One commenter wanted the regulation to require that the State educational agency work with local educational agencies that wish to apply for assistance, prior to the development of applications by those local educational agencies, in order to avoid rejecting or requesting modifications in their applications as a result of the State agency's review.

Response. No change is made in the regulation. In the absence of a statutory provision on this matter, it would be inappropriate to require such an involvement by State educational agencies. However, this involvement would be permissible under the statute and regulation.

§ 197.10 *Role of State educational agency in evaluation of applications.*

Comment. A commenter suggested that it might be more appropriate and efficient, and would avoid duplication, if the criteria in § 197.11 were divided for use between the State educational agency and the Office of Education. Thus, certain criteria would be used by the State agency for its review and comments, and the remaining criteria would be used by the Commissioner for review and evaluation of the applications. The commenter thought that criteria in § 197.11 (b), (c)(1), (e), (f), and (i)(2) should be assigned for use by the State educational agency. Another commenter noted that since each State educational agency is free to develop its own criteria for the review and evaluation of applications, there is a possibility of "encroachment," "omission," and wide disparity in the quality of the States' criteria. This commenter recommended that the Commissioner stipulate in advance the criteria to be used by the State educational agencies or that each State submit the criteria it proposes to use to the Commissioner for prior approval. Another commenter recommeded that State educational agencies review applications for conformity to technical criteria only (rather than concerning themselves with the substantive merit of applications) and transmit to the Commissioner all applications that are in conformity with those criteria and State law. Many commenters wanted clarification of the role of State educational agencies "as field readers for the purposes of reviewing applications."

Response. No change is made in the regulation. In a discretionary grant program such as this one, the Commissioner must review applications on a competitive basis. As a matter of fairness, this is done on the basic of published evaluation criteria. The Commissioner ultimately must decide in terms of these criteria which applications to fund and cannot delegate this responsibility to an outside agency. Under the statute, however, the Commissioner can only review and approve applications recommended for funding by the appropriate State educational agency. No matter what criteria the State educational agency uses, the Commissioner cannot fund an application unless it has been recommended by the State educational agency. While it is hoped that the State educational agencies, in reviewing applications, will carefully consider the criteria published in §197.11, the Commissioner is without authority to prescribe criteria to be used by the State educational agency.

§197.11 *Importance of cooperative arrangements.*

Many commenters recommended that points be given in the evaluation of applications for evidence of arrangements for collaboration between local educational agencies and one or more institutions of higher education in the area to be served by a teacher center. The rationale was that teacher training is the business of the local educational agencies and the colleges and universities working together, and that the strongest applications will be those which display this cooperation. One of the commenters believed that the reference in section 532(a)(2) of the statute that teachers carry out activities of the teacher centers "with assistance of such consultants and experts as may be necessary," must be read in conjunction with section 532(e), which permits local educational agency grantees to contract for assistance from institutions of higher education. This commenter wanted the allowable costs rule to stipulate that "the consultants authorized under Section 532(a)(2) of the Act and the * * * provisions of technical assistance authorized under subsection 532(e) are the same and must be included together * * *"

Response. Section 197.8 is changed to provide expressly that service contracts with institutions of higher education are allowable project costs. The other recommendations are not accepted. Section 532(e) of the statute authorizes local educational agencies with approved centers to contract for assistance from institutions of higher education but does not require them to do so. The strength of cooperative arrangements with instutitions of higher education may bear upon the criteria in §197.11 (e) and (f) concerning the adequacy of project personnel, facilities, and resources. However, an applicant can score highly under these criteria through other approaches as well. Center activities can be run by teachers or by other experts or consultants.

§197.11 Required system of communication.

Comment. A commenter wanted the evaluation criteria to consider evidence of "definite lines-of communication" between the policy board and its constituents, the school administrators, and the supervisory personnel in the area to be served.

Response. No change is made in the regulation. In order for an applicant to carry out a teacher center program in accordance with this regulation, there would necessarily be lines of communication between the policy board and the other groups noted. Also, it would be difficult in reviewing applications to measure distinctions between applications in terms of this factor. Therefore, it is not appropriate to add a distinct requirement or criterion on this point.

§197.11 *Financial support from grantee.*

Comment. Several commenters, including representatives of a State educational agency, urged that there be a criterion evaluating the extent of the applicant's "commitment to participate in and support a teacher center," either through "in-kind" or financial contributions. Some wanted the criterion to focus on support from the applicant for the payment of released time to permit teachers to participate more easily in the teacher center's activities.

Response. A specific criterion on financial contributions by the applicant is not added, on the grounds that it would tend to favor wealthy school districts and place poor ones at a disadvantage. However, the cost of a project in relationship to its anticipated results (§197.11(g)) remains as a criterion for evaluating applications.

§197.11 *Development of "model" centers.*

Comment. A commenter recommended that points be given to the "potential of the proposed program as a model for implementation elsewhere." Other comments opposed this emphasis.

Response. No change is made in the regulation. There is not an adequate basis for judging the potential replicability of a center before it has been put into operation. The uniqueness of each center to its own local situation makes it inadvisable to give emphasis to the potential for replicability.

§197.11 *Evaluation of teacher centers' effectiveness.*

Comment. Several commenters were concerned about evaluation of the effectiveness of teacher centers and recommended that they be judged not on the basis of the achievement test scores of students but on the amount of "teacher input," the extent to which individual teachers' needs are being met, the relationship of the center's program to classroom problems, the extent of "student involvement in learning activities," the degree to which teachers put into practice what they learn in the center, the extent of individual "professional development," and the amount of curriculum developed by participating teachers. In the commenters' judgment, evaluation should take into account "the teachers' self-assessment" and the teachers' assessment of the center's program. These commenters wanted any evaluation of teacher centers to be based on teachers' needs and the center's effect on teachers, rather than on the needs of students and the effect of the centers on students. One commenter recommended that centers be "continually evaluated by teachers to determine whether or not they are speaking to teachers' needs." A commenter felt that (1) detailed criteria should be included in the regulation governing the plan for project evaluation, and that (2) such a plan should specify how it would treat certain factors, including "teacher satisfaction," "administrator satisfaction," "pupil satisfaction" and progress, the need assessment, and the statistical techniques for interpreting data. Still another commenter felt that teacher centers should be evaluated only on the basis of their objectives as proposed in the application.

One commenter wanted the regulation to clarify whether §197.11(b) means that, after a year of operation, the approved center's potential for increasing the effectiveness of teachers will be evaluated, or whether the centers "would have to prove whether the teacher center has (in fact) increased the effectiveness of teachers." In the commenter's view, "we don't know how to evaluate teachers' effectiveness or whether a teacher center has had impact on that * * * we could waste a lot of money pretending to do that without knowing how." Another commenter on the same topic wanted to know how the individual teacher centers and the overall teacher center program will be evaluated.

Response. The comments appear to address evalutions on several levels: (1) Evaluation of new applications by the Commissioner; (2) Provisions for the applicant itself to evaluate how well its objectives are being accomplished; (3) Evaluation by the Commissioner of noncompeting continuation applications; and (4) Evaluation by the Commissioner of the overall teacher centers program.

(1) With respect to the evaluation of new applications, the criterion in §197.11(b) concerning the potential of the center to increase the effectiveness of teachers served in terms of the learning needs of their students does not require any proof that the center will increase the effectiveness of teachers; rather, it concerns the potential of the center to help teachers in meeting the learning needs of their students. Evidence pertaining to this criterion could concern the relationship of the proposed teacher center activities to student needs. This criterion derives directly from statutory provisions which describe the purposes of teacher center activities as enabling teachers to meet better the educational needs of the persons they serve (Sec. 532(a)(2) (A) and (B)).

(2) The criteria for evaluating applications also include a criterion on the extent to which the application provides for determining the extent to which the project objectives are accomplished. Except as noted above with respect to the criterion concerning the effectiveness of teachers related to educational needs of the persons they serve, it is not appropriate to add regulatory requirements on the objectives of each project

and how the applicant must measure them. Needs and conditions will vary from place to place, and the regulation leaves flexibility to applicants on these matters.

(3) Section 197.7(d)(2) is related to review of a previously funded project and is concerned with the effectiveness of the project to date (i.e., at the time its on-going activities are being evaluated) to determine whether it should be continued for a second or third year.

(4) The Commissioner is aware of the need for careful evaluation of the overall teacher centers program and of the difficulties in performing evaluations that are objective, withstand rigorous statistical analysis, and produce data that can be aggregated and thus provide a picture of the teacher centers program nation-wide. While the Commissioner accepts in principle many of the comments on evaluation and will consider them in formulating any Office of Education or independent evaluations of the overall program, further regulation on this is not needed. The introductory paragraph of § 197.11 is changed so that it no longer provides that the criteria for evaluating applications will also govern evaluations of the operation of funded teacher centers.

§ 197.11 *Impact on institutions or agencies.*

Comment. A commenter recommended that the effectiveness of a teacher center be measured primarily in terms of its effect on the grantee institution or agency and other institutions which it attempts to influence.

Response. The Commissioner agrees that the effect of the teacher centers program on the institutions and agencies with which it interacts is important. An applicant may choose to emphasize this as one of its objectives. However, it would be inappropriate for the regulation to impose this as a specific objective for each project. The Commissioner will consider this comment in designing any evaluations of the overall impact of the program.

§ 197.11 *Duplicative requirements for dissemination.*

Comment. Because the State educational agencies are given primary responsibility for dissemination, a commenter recommended that the evaluation criterion in § 197.11(c)(2) be changed to eliminate any mention of dissemination or reporting and focus entirely on evaluating the effectiveness of the project.

Response. The recommendation is not accepted. Aside from the major role of the State educational agency in dissemination, the potential impact of the project is enhanced if the grantee undertakes effective dissemination of project's results within, and outside, the grantee agency.

§ 197.11 *Over-emphasis on formation of policy boards.*

Comment. Many commenters felt that the assignment of points to criteria which deal with the authority and representativeness of the teacher center policy board was excessive, and that these points should be redistributed. A wide variety of recommendations concerning the redistribution of points were also received. (See § 197.11 *Weighting of the evaluation criterion*, below.)

Response. The recommendation is accepted. Section 197.4 has been changed to require approval of the application by, the teacher center policy board. Therefore, it is not necessary to have a criterion measuring the quality of participation by the board in preparing the application. The criterion in § 197.11(i)(1) has been deleted, reducing the points for § 197.11(i) from 20 to 10.

§ 197.11 *Sufficiency or appropriateness of size.*

Comment. A commenter noted in § 197.11(d) the possible implication, based on the word "sufficiency," that centers should be large. The commenter thought that there are advantages to having large centers and other advantages to having small centers, and recommended that the word "sufficiency" be changed to "appropriateness."

Response. The recommendation is accepted and the regulation is changed to read "Appropriateness of size, scope, and duration of the project so as to secure productive results."

§ 197.11 *Impact upon the grantee's inservice program.*

Comment. A commenter objected to the evaluation criterion, in § 197.11(h), which gives points for "the potential of the teacher center to impact upon and improve the grantee's overall program of inservice training." The rationale of the objection was that the criterion might be seen as "an effort to impose a new structure on an already existing structure." The commenter wanted the teacher center to be independent, not in competition with existing programs. On the other hand, another commenter wanted a criterion included which favors applications which have arranged for close integration of the proposed teacher center with the inservice training programs of the applicant agency. The commenter stressed the importance of allowing flexibility so that the policy board can take into consideration both the needs of individual teachers and the needs of the school district.

Response. No change is made in the regulation. The potential of the teacher center to improve the grantee's overall program of inservice training is an appropriate criterion to weigh in judging competing applications. To the extent that a teacher center has this kind of effect, the positive impact of limited Federal dollars is increased, and the project better carries out the statutory purposes. However, the criterion is not an effort to impose a new structure on all existing training. An applicant could demonstrate potential impact under this criterion, not merely with reference to the structure of the center, but with reference to particular training and curriculum development activities. However, the regulation does not weigh integration of the proposed center with other inservice training programs of the applicant. Flexibility should be left to the applicant and teacher center policy board whether, in particular situations, it makes more sense to operate the center independent of other training or in close integration with it.

§ 197.11 *Authority and responsibility of the policy board.*

Commenter. A commenter asked about the meaning and intent of the evaluation criterion in § 197.11(a) which deals with "the extent of the teacher center policy board's authority and responsibility for supervision of the project."

Response. The purpose of the criterion is to make it clear that the policy board should have maximum authority and responsibility for supervision of the project, and that applications will be evaluated on the basis of the extent to which steps have been taken to assure that this will be the case.

§ 197.11 *Weighting of the evaluation criteria.*

Comment. Several commenters suggested changes in the number of points assigned to the criteria for evaluation of applications. In general, the commenters recommended that more points go to the qualifications of the proposed teacher center staff, to measures for increasing the effectiveness of the teachers to be served, to the effective use of a "needs assessment" in planning the work of the center, and to the objectives of the proposed center. Another commenter felt that the proposed criteria emphasized measureable outcomes and was concerned that such an approach would encourage narrow prescriptive center training rather than the kind of developmental programs needed to meet the diverse needs of individual teachers. One commenter wanted a criterion giving points for plans and activities which would increase the likelihood that the center would continue in operation after its period of Federal funding is over.

Response. Section 197.11 is changed in accordance with the applicable comments to: (1) Increase the points assigned to the potential of the center to increase the effectiveness of the teachers served in terms of the learning needs of their students; (2) Increase the points assigned to the extent to which the project objectives are sharply defined, clearly stated, and capable of being attained by the proposed procedures; (3) Add a criterion on the extent to which Federal funds will support new or expanded activities rather than supporting activities which are already being paid for from other resources. The proposed greater emphasis on the qualifications of the teacher center's staff is not accepted. As is appropriate, many centers may rely heavily upon teachers to staff the centers, and it may be difficult for application reviewers to draw clear distinctions among applications based on this criterion. To weight this heavily might suggest a bias in favor of centers run by outside experts, which is not intended. With respect to the comment that the criteria encourage narrow prescriptive training rather than developmental programs to meet diverse teacher needs, the regulation permits developmental programs which can respond to diverse needs. However, the Commissioner could not responsibly judge the best projects and award grant funds without knowing the objectives of the project and, in accordance with the statute, how the center is expected to increase the effectiveness of teachers in terms of the learning needs of their students. Within these general plans in the application, teacher centers have flexibility to evolve more specific activities and procedures.

§ 197.11 *Recognition of judgments made by State educational agencies.*

Comment. A commenter asked that the Commissioner give consideration in evaluating applications to any rating or ranking assigned by the State educational agency to each application which it sends to the Commissioner for review and evaluation.

Response. No change is made in the regulation. The comments made by the State educational agencies on application transmitted to the Commissioner will be read by the Commissioner's reviewing panels and will be taken into account insofar as they bear upon the evaluation criteria in § 197.11. There is no reason to believe that each State will choose to rank or rate each of the applications it transmits to the Commissioner. Some State agencies might well choose to assign the same rating to all applications transmitted. In view of these uncertainties and the resulting difficulty in dealing fairly with each application received by the Commissioner, separate points are not assigned to the State educational agency's rating or comments.

§ 197.11 *Accommodation to existing teacher centers and inservice training plans.*

Comment. Comments were received from State educational agencies and local educational agencies pointing out potential conflicts between their on-going or planned inservice training programs for teachers, including on-going or planned teacher center-like organizations, and the programs to be carried out by the federally-supported teacher centers. The tenor of the comments was that these conflicts would not be in the best interest of any of the parties, and that ways should be sought to avoid them.

Response. No change is made in the regulation. If an applicant seeks Federal funds under this program to build upon existing training activities, the funded center would have to meet the statutory and regulation requirements. However, these requirements do not apply to other training activities of the applicant. The Commissioner agrees that ways should be sought to avoid any conflicts, but this needs to be done at the local level, not by Federal regulation.

§ 197.11 *Commitment to staff development.*

Comment. A commenter felt that it would be desirable to add a criterion for assuring strong commitment to "staff development" on the part of the individuals who are members of the teacher center policy board.

Response. No change is made in the regulation. It is not clear how such a criterion would be measured, and the criterion would involve an overly detailed review by the Commissioner. Moreover, such a criterion would imply a lack of confidence in the teachers and their organizations to select persons of competence as member of the board.

§ 197.12 *The appeals process.*

Comment. Several commenters took exception to the provision for appealing an adverse decision made by the State educational agency. One commenter thought that the provision for "recirculating" an appeal back to the State educational agency "seems like a fantastic bureaucratic run-around." This commenter wanted the final decision on appeal to rest with the Commissioner. One commenter felt the need for appeals from possible "arbitrary decisions by a local school board or administrator," presumably referring to the decision by a local educational agency whether or not to submit an application. Another commenter asked for greater clarity concerning the procedures for appealing an adverse decision made by the State educational agency.

For example, may an individual petition the Commissioner, or does the teacher center policy board make the petition? What constitutes a petition? Does it include a copy of the rejected application? Must the Commissioner see or examine the rejected application? Are there time limits for petitioning for an appeal? Is the Commissioner responsible for assuring that further consideration is given by the State agency to the rejected application? Is there a time limit for the reply by the State agency giving its final decision? Other commenters wanted the teacher center policy board or the teacher organization in the school district to be permitted to appeal directly to the State educational agency for reconsideration of the application if it is not recommended for funding by that agency. Another commenter wanted the same right of appeal to be extended to the local educational agency.

Response. No change is made in the regulation. The statute provides only that any applicant that is dissatisfied with the recommendation of the State educational agency regarding its application under the teacher centers program may petition the Commissioner to request further consideration of the application by the State educational agency. It does not provide for appeals by other organizations. Subject only to necessary time constraints which will be published for each fiscal year, the Commissioner would have no objection if a State educational agency provided opportunity for reconsideration of its action on applications at the request of applicants or other organizations or individuals. This would be up to the particular State educational agency.

It is anticipated that the petition and appeals process will be kept as informal as possible and that further guidance will be provided to applicants, particularly on time limitations, in the notice of closing date published in the FEDERAL REGISTER inviting applications for each fiscal year.

The petition itself may be simply a letter, signed by an authorized person, identifying the rejected application by title or other means and asking the Commissioner to request the State educational agency to reconsider the designated application. The Commissioner need not see the application itself. If the State agency reverses its rejection of the application, the application must be transmitted to the Commissioner for evaluation.

§ 197.13 *Professional practice boards.*

Comment. Several commenters urged that professional practice boards, where they exist, should be eligible to receive a part of the funds designated for State educational agencies.

Response. No change is made in the regulation. The statute clearly assigns State participation in this program to the State educational agency, which may assign the actual task to any appropriate unit, division, or other entity of the agency, including a professional practice board.

§ 197.13 *Adequate compensation to State educational agencies.*

Comment. Many commenters addressed themselves to the matter of the State educational agencies' participation in the teacher centers program and "adequate" compensation for services performed by those agencies. Commenters representing those agencies were of the opinion that the compensation offered is not or may not be adequate, because the three kinds of services to be provided would be in addition to present work-loads of State employees, and there is no guarantee of sufficient funds to employ additional persons. In the view of these commenters, any diminishment of the State's role or compensation would jeopardize the necessary collaboration and relationship of the State agency to the applicants with which it must, by law, interact. A commenter stated that the funds proposed for compensation of State educational agencies for their services in the teacher centers program would be inadequate. The commenter based that judgment on an estimate of the amount of staff time needed to perform those services: 15 days for the meetings, phone calls, correspondence, etc., needed to deal fairly with all the school districts in the State; 10 days for the development of review criteria and preparation for the review; 250 days for review of applications and preparation of comments on each one; and about 40 days for reconsideration of applications as the result of appeals. In addition to all of the above, the State educational agency must provide for dissemination and technical assistance to funded projects. The commenter recommended that, in view of the above, each State be required to submit to the Commissioner a plan for carrying out its responsibilities under the Act and, if the plan is approved, that a corresponding grant of funds be made to the State agency to assure the adequate compensation mandated in the statute. One commenter from a State agency felt that 5 percent would suffice for technical assistance and dissemination, but that the sum allocated for the review of applications should be increased. Many other commenters, representing other constituencies, believed that one-seventh of the total appropriation is an excessive amount for those purposes. In their view, the congressional intent in the teacher centers program is to give teachers the means and authority to deal effectively with their need for inservice training and curriculum development, and that any diversion of funds for other purposes could only lessen the effectivenss of their efforts. These commenters wanted the proposed one-seventh set-aside reduced to 10 percent, 5 percent, and even less. Another argument in support of decreasing the one-seventh set-aside was that if funds are available to State educational agencies to provide technical assistance concerning the training of teachers, the result would be to duplicate unnecessarily and in a costly way the functions of the State's teacher training institutions, which are publicly supported for that purpose. Other variations proposed by the commenters were that the State agencies be compensated only for reviewing proposals, and that a specific allotment of funds be set aside to compensate the State for each of its three functions. Another issue to be resolved emerged with the revelation that the proposed method of compensation, i.e., reimbursement, is not feasible in several States where State law provides that any reimbursement would go to the State treasury rather than to the State agency which provided the services.

Response. The statute mandates that the State educational agency: (1) Review and recommend applications, (2) provide technical assistance to funded centers, and (3) disseminate information derived from funded centers. Under the statute, the State educational agency must be adequately compensated for these services. Given the scope of these activities, the potential number of applications for the program, and the potential importance of the State educational agencies' role in the program, the set-aside for the State educational agencies is not reduced to the extent recommended by many commenters. However, the set aside is reduced from one-seventh to one-tenth of the funds appropriated for the teacher centers program. This amount will be adequate to compensate the State educational agencies for their functions, and the remainder of the funds should go for the direct support of teacher centers. Section 197.13 is also changed (1) to delete any reference to "reimbursement" on the methods of paying State educational agencies for these services, thereby permitting other payment methods including advance payments and (2) to clarify the scope of technical assistance activities, indicating that the State educational agencies can take some initiative in organizing workshops and conferences to provide information needed by funded centers in their States.

§ 197.13 *Reallotment of unused funds.*

Comment. A commenter suggested that, of the funds withheld by the Commissioner for technical assistance by State educational agencies, any portion not requested for this purpose by the teacher center policy board would revert to the national treasury. The commenter recommended that grantees be required to inform the Office of Education if they do not intend to use all funds made available to them for this purpose so that the funds can be realloted to other grantees that would use them.

Response. Section 197.10(b) is changed so as not to provide that technical assistance must be specifically requested by each teacher center through the policy board. The State educational agency can only be compensated for technical assistance services to funded centers, and it is possible that these activities would be very limited if centers within a State neither need nor want them. However, the deleted provision in § 197.10(b) suggests a very passive State educational agency role in which the State agency could only act by responding to a request from a particular funded center in its State. There is nothing improper about this role, but it is also possible that particular State educational agencies may plan and carry out workshops and conferences to provide technical assistance information to a number of funded centers in their State. These activities would have to be designed solely to provide technical assistance to funded centers, and it would still be true that, if the funded centers neither needed nor elected to participate in them, they would not be eligible for compensation under the program. Nevertheless, this change and the reduction in the set-aside reduces the risk that technical assistance funds will go unused. This is a problem that will be closely watched by the Commissioner, but no further regulation is warranted at this time.

[FR Doc. 78-658 Filed 1-10-78; 8:45 am]

OMB Approval No. 29-R0218

FEDERAL ASSISTANCE

1. TYPE OF ACTION (Mark appropriate box)
☐ PREAPPLICATION
☒ APPLICATION
☐ NOTIFICATION OF INTENT (Opt.)
☐ REPORT OF FEDERAL ACTION

2. APPLICANT'S APPLICATION
a. NUMBER
b. DATE Year month day 19

3. STATE APPLICATION IDENTIFIER
a. NUMBER
b. DATE ASSIGNED Year month day 19

Leave Blank

SECTION I—APPLICANT/RECIPIENT DATA

4. LEGAL APPLICANT/RECIPIENT
a. Applicant Name :
b. Organization Unit :
c. Street/P.O. Box :
d. City : e. County :
f. State : g. ZIP Code:
h. Contact Person (Name & telephone No.) :

5. FEDERAL EMPLOYER IDENTIFICATION NO.

6. PROGRAM (From Federal Catalog)
a. NUMBER 13.416
b. TITLE Teacher Centers Program

7. TITLE AND DESCRIPTION OF APPLICANT'S PROJECT

8. TYPE OF APPLICANT/RECIPIENT
A-State
B-Interstate
C-Substate District
D-County
E-City
F-School District
G-Special Purpose District
H-Community Action Agency
I- Higher Educational Institution
J- Indian Tribe
K-Other (Specify):
Enter appropriate letter ☐

9. TYPE OF ASSISTANCE
A-Basic Grant
B-Supplemental Grant
C-Loan
D-Insurance
E-Other
Enter appropriate letter(s) A

10. AREA OF PROJECT IMPACT (Names of cities, counties, States, etc.)

11. ESTIMATED NUMBER OF PERSONS BENEFITING

12. TYPE OF APPLICATION
A-New
B-Renewal
C-Revision
D-Continuation
E-Augmentation
Enter appropriate letter ☐

13. PROPOSED FUNDING

a. FEDERAL	$ .00
b. APPLICANT	.00
c. STATE	.00
d. LOCAL	.00
e. OTHER	.00
f. TOTAL	$ .00

14. CONGRESSIONAL DISTRICTS OF:
a. APPLICANT
b. PROJECT

15. TYPE OF CHANGE (For 12c or 12e)
A-Increase Dollars
B-Decrease Dollars
C-Increase Duration
D-Decrease Duration
E-Cancellation
F-Other (Specify):
Enter appropriate letter(s) ☐☐☐

16. PROJECT START DATE Year month day 19

17. PROJECT DURATION Months

18. ESTIMATED DATE TO BE SUBMITTED TO FEDERAL AGENCY ▶ Year month day 19

19. EXISTING FEDERAL IDENTIFICATION NUMBER

20. FEDERAL AGENCY TO RECEIVE REQUEST (Name, City, State, ZIP code)
U.S. Office of Education, Application Control Center, Washington, D.C. 20202

21. REMARKS ADDED
☐ Yes ☐ No

SECTION II—CERTIFICATION

22. THE APPLICANT CERTIFIES THAT ▶

a. To the best of my knowledge and belief, data in this preapplication/application are true and correct, the document has been duly authorized by the governing body of the applicant and the applicant will comply with the attached assurances if the assistance is approved.

b. If required by OMB Circular A-95 this application was submitted, pursuant to instructions therein, to appropriate clearinghouses and all responses are attached:

	No response	Response attached
(1)	☐	☐
(2)	☐	☐
(3)	☐	☐

23. CERTIFYING REPRESENTATIVE
a. TYPED NAME AND TITLE
b. SIGNATURE
c. DATE SIGNED Year month day 19

SECTION III—FEDERAL AGENCY ACTION

24. AGENCY NAME

25. APPLICATION RECEIVED Year month day 19

26. ORGANIZATIONAL UNIT

27. ADMINISTRATIVE OFFICE

28. FEDERAL APPLICATION IDENTIFICATION

29. ADDRESS

30. FEDERAL GRANT IDENTIFICATION

31. ACTION TAKEN
☐ a. AWARDED
☐ b. REJECTED
☐ c. RETURNED FOR AMENDMENT
☐ d. DEFERRED
☐ e. WITHDRAWN

32. FUNDING

a. FEDERAL	$ .00
b. APPLICANT	.00
c. STATE	.00
d. LOCAL	.00
e. OTHER	.00
f. TOTAL	$ .00

33. ACTION DATE ▶ Year month day 19

34. STARTING DATE Year month day 19

35. CONTACT FOR ADDITIONAL INFORMATION (Name and telephone number)

36. ENDING DATE Year month day 19

37. REMARKS ADDED
☐ Yes ☐ No

38. FEDERAL AGENCY A-95 ACTION

a. In taking above action, any comments received from clearinghouses were considered. If agency response is due under provisions of Part 1, OMB Circular A-95, it has been or is being made.

b. FEDERAL AGENCY A-95 OFFICIAL (Name and telephone no.)

424-101 OE Form 335, 10/78 (CFDA #13.416) C5

STANDARD FORM 424 PAGE 1 (10-75)
Prescribed by GSA, Federal Management Circular 74-7

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

FORM APPROVED,
OMB #51-R1019

HIGHER EDUCATION PROGRAMS AND
[CAREER EDUCATION PROGRAM] SPECIAL PROJECTS ACT

INSTRUCTIONS FOR APPLICATION FOR FEDERAL ASSISTANCE

(Nonconstruction Programs)

This form shall be used for applying for Federal Assistance for the following personnel training programs of the U.S. Office of Education:

Name of Program	Catalog of Federal Assistance Number
Teacher Centers Program	13.416
Higher Education Personnel Training Program	13.417
Career Education Program . . .	13.554

This form shall be used also to request supplemental assistance, to propose changes or amendments, and to request continuation or refunding, for approved grants originally submitted on this form. No grants may be awarded unless a completed application form has been received (20 USC 1119-1119a-1, 1851-1865)

Submit the original and two copies of the form to:

U. S. Office of Education
Application Control Center
Washington, D.C. 20202
Attention: 13.416

When a request is made for supplemental assistance, amendments or changes to an approved grant, submit only those pages which are appropriate.

PART 1

Part 1 of this application consists of the standard face page for Federal applications and the concomitant instructions.

The above programs are not presently included as programs under OMB Circular No. A-95; therefore, clearinghouse notification is not mandated. However applicants should be aware that in various States, State law requires review of applications for Federal assistance under various programs not covered by Circular No. A-95. Implementation of such laws is enforced through State rules and regulations, and applicants are urged to ascertain the existence of such laws and to acquaint themselves with applicable State procedures. Clearinghouses are the proper source of information on additional review requirements. Applicants are encouraged to check with the appropriate Federal Regional Office to obtain the name(s) and address(es) of the clearinghouses.

Applicants for 13.416, see Instructions, Part II, Item 2 for further requirements for State agency review.

The following supplemental instructions for the items given below are to be used in lieu of or along with the standard instructions for Part 1:

Item 5 - If the applicant organization has been assigned a DHEW entity employer identification number prefixed by "1" and suffixed by a two-digit number, enter the full DHEW entity number in item 5.

If the payee will be other than the applicant, enter in the remarks section "Payee:" the payee's name, department or division, complete address and employer identification number or DHEW entity number. If an individual's name and/or title is desired on the payment instrument, the name and/or title of the designated individual must be specified.

Item 9 - Preprinted.

Item 20 - Preprinted

PART II

Negative answers will not require an explanation unless the Federal agency requests more information at a later date.

Provide supplementary data for all "Yes" answers in the space provided in accordance with the following instructions:

Item 1 - Provide the name of the governing body establishing the priority system and the priority rating assigned to this project. For 13.416 (Teacher Centers) the State educational agency reviewing applications may use this item to indicate this application's place in rank order or other numerical rating.

Item 2 - Provide the name of the agency or board which issued the clearance and attach the documentation of status or approval. All applicants applying under 13.416 (Teacher Centers) are required to submit their application to the State educational agency for review. An application which does not contain an indication of State review (comments, rank order, or endorsement) cannot be accepted for review by the U.S. Office of Education. All applicants applying under 13.554 (Career Education Program) are required to submit one copy of the application to the State Coordinator of Career Education concurrently with submission to the U.S. Office of Education. States may submit advice and comment on any application originating from within their States.

Item 10 - Show the Federal Domestic Assistance Catalog number, the program name, the type of assistance, the status and the amount of each project where there is related previous, pending or anticipated assistance. Use additional sheets, if needed.

PART III

GENERAL INSTRUCTIONS.

Sections A, B, and D should provide the budget for the first budget period (a year) and Section E should present the need for Federal assistance in the subsequent budget periods. All applications should contain a breakdown by the object class categories shown in Lines a-k of Section B.

Section A. Budget Summary

Lines 1-4, Columns (a) and (b).

For applications pertaining to a SINGLE grant program (Federal Domestic Assistance Catalog Number), enter on Line 1 under Column (a) the catalog program title and the catalog number in Column (b). For application pertaining to MULTIPLE programs, enter the catalog program title on each line in Column (a) and the respective catalog number on each line in Column (b).

Lines 1-4, Columns (c) through (g).

No non-Federal funds or resources should be shown.

For new applications leave Columns (c), (d), and (g) blank. For each line entry in Columns (a) and (b), enter in Column (e) the appropriate amounts of funds needed to support the project for the first funding period (a year).

For continuing grant program applications, enter in Column (c) the estimated amounts of funds which will remain unobligated at the end of the grant funding period. Enter in Column (e) the amounts of funds needed for the upcoming period. Leave Column (g) blank.

For supplemental grants and changes to existing grants, do not use Columns (c), (d), and (f). Enter in Column (e) the amount of the increase or decrease of Federal funds. In Column (g) enter the new total budgeted amount (Federal) which includes the total previous authorized budgeted amounts plus or minus as appropriate, the amounts shown in Column (e). The amount(s) in Column (g) should NOT equal the amounts in Column (e).

LINE 5. Show the totals for all columns used.

Section B. Budget Categories.

In the column headings (1) through (4), enter the titles of the same programs, shown on Lines 1-4, Column (a), Section A. When additional sheets were prepared for Section A, provide similar column headings on each sheet. For each program, fill in the total requirements for funds (Federal) by object class categories.

Lines 6a-h. Show the estimated amount for each direct cost budget (object class) category for each column with program heading:

Line 6a. "Personnel" must show salaries and wages only. Fees and expenses for consultants must be included on Line 6h.

Line 6b. Leave this line blank if fringe benefits applicable to direct salaries and wages are treated as part of the indirect cost rate.

Line 6c. Indicate travel of employees only. Travel of consultants, trainees, etc. should not go on this line, nor should local transportation (i.e., where no out-of-town trip is involved).

Line 6d. Indicate the cost of nonexpendable personal property. Such property means tangible personal property having a useful life of more than one year and an acquisition cost of $300 or more per unit. A grantee may use its own definition of noexpendable personal property provided that such definition would at least include all personal property as defined above.

Line 6e. Show all tangible personal property except that which is on Line 6d.

Line 6f. Use for (1) procurement contracts (except those which belong on other lines such as equipment and supplies and (2) subgrants or other assistance-like payments to secondary recipient organizations such as affiliates, cooperating institutions, delegate agencies, political sub-divisions, etc. Line 6f must not include payments to individuals such as stipends and allowances for trainees, consulting fees, benefits, etc.

Line 6g. Present funding will not allow for new construction or renovations.

Line 6h. All direct costs not clearly covered by Lines 6a through 6g must be included here. Examples are computer use charges, non-salary and wage payments to individuals (release time, or substitute payments) space or equipment rental, required fees, consulting fee and travel, communication costs, rental of space, utilities and custodial services, printing materials, and local transportation.

Line 6i. Show the totals of Lines 6a through 6h in each column

Line 6j. Show the amount of indirect costs. Refer to FMC 74-4.

Line 6k. Enter the total of amounts on Line 6i and 6j. For all applications for new grants and continuation grants the total amount in column (5), Line 6k, should be the same as the total amount shown in Section A, Column (e), Line 5. For supplemental grants and changes to grants, the total amount of the increase or decrease as shown in Columns (1)-(4), Line 6K should be the same as the sum of the amounts in Section A the last two sentences apply on to the first page with summary totals.

Line 7. Enter "NA."

Section C. Source of Non-Federal Resources. Enter "NA."

Section D. Forecasted Cash Needs

Line 13. Enter the amount of cash needed by quarter from the grantor agency during the first year.

Line 14. Enter "NA."

Line 15. Enter "NA."

Section E. Budget Estimates of Federal Funds Needed for Balance of the Project

Lines 16-19. Enter in Column (a) the same grant program titles shown in Column (a), Section A. For new applications and continuing grant applications, enter in the proper columns amounts of Federal funds which will be needed to complete the program or project over the succeeding funding periods(in years). This Section need not be completed for amendments, changes or supplements to funds for the current year of existing grants.

If more than four lines are needed to list the program titles, submit additional schedules as necessary.

Line 20. Enter the total for each of the Columns (b)-(e). When additional schedules are prepared for this Section, annotate accordingly and show the overall totals on this line.

Section F. Other Budget Information

Line 21. Use this space to explain amounts for individual direct object cost categories that may appear to be out of the ordinary and to explain the following details by program:

Personnel Salaries for Line 6a. Include a statement which shows the total commitment of time and the total salary to be charged to the project for each key member of the project staff cited in Part IV, 5a.

Travel from Line 6c. Foreign travel should be separtely identified and justified. No foreign travel will be authorized under the grant unless prior approval is obtained.

Equipment from Line 6d. List items of equipment in the following format: Item, Number of Units, Cost per Unit, Total Cost.

Contractual from Line 6f. Indicate the name of the agency or organization that will receive each proposed contract. This should be supported by Part IV, 3d.

Other from Line 6h. (a) Give the total number of consultants that will work on the project and their costs (fees and travel). (b) For 13.416 (Teacher Centors) also give release time or substitute payment requested. (c) Give the total direct cost for any or all new training activities not previously funded by the Office of Education if this is a continuation application.

Line 22. Enter the type of indirect rate (provisional, predetermined, final or fixed) that will be in effect during the funding period, the estimated amount of the base to which the rate is applied, and the total indirect expense.

Line 23. Provide any other explanations required herein or any other comments deemed necessary.

PART IV

PROGRAM NARRATIVE-

Read the attached regulations carefully before completing this part.

Prepare the program narrative statement in accordance with the following instructions for all new grant programs. Requests for continuation or refunding and changes on an approved project should respond to item 5b only. Requests for supplemental assistance should respond to question 5c only.

1. OBJECTIVES AND NEED FOR THIS ASSISTANCE.

Describe the problem. Demonstrate the need for assistance and state the principal and subordinate objectives of the project. Supporting documentation or other testimonies from concerned interests other than the applicant may be used. Any relevant data based on planning studies should be included or footnoted.

2. RESULTS OR BENEFITS EXPECTED.

Identify results and benefits to be derived.

3. APPROACH.

a. Outline a plan of action pertaining to the scope and detail of how the proposed work will be accomplished for each grant program, function or activity, provided in the budget. Cite factors which might accelerate or decelerate the work and your reason for taking this approach as opposed to others. Describe any unusual features of the project such as design or technological innovations, reductions in cost or time, or extraordinary social and community involvement.

b. Provide for each grant program, function or activity, quantitative monthly or quarterly projections of the accomplishments to be achieved. When accomplishments cannot be quantified by activity or function, list them in chronological order to show the schedule of accomplishments and their target dates.

c. Identify the kinds of data to be collected and maintained and discuss the criteria to be used to evaluate the results and successes of the project. Explain the methodology that will be used to determine if the needs identified and discussed are being met and if the results and benefits identified in item 2 are being achieved.

d. List organizations, cooperators, consultants, or other key individuals who will work on the project along with a short description of the nature of their effort or contribution.

4. GEOGRAPHIC LOCATION.

Give a precise location of the project or area to be served by the proposed project. Maps or other graphic aids may be attached.

For 13.416 (Teacher Centers) the area to be served must be the same as the area represented by the policy board members.

5. IF APPLICABLE, PROVIDE THE FOLLOWING INFORMATION:

a. Present a biographical sketch of program director with the following information: name, address, phone number, background, and other qualifying experience for the project. Also, list the name, training and background for other key personnel engaged in the project.

b. Discuss accomplishments to date and list in chronological order a schedule of accomplishments, progress or milestones anticipated with the new funding request. If there have been significant changes in the project objectives, location approach, or time delays, explain and justify. For other requests for changes or amendments, explain the reason for the change(s). If the scope or objectives have changed or an extension of time is necessary, explain the circumstances and justify. If the total budget has been exceeded, or if individual budget items have changed more than the prescribed limits contained in Attachment K to FMC 74-7, explain and justify the change and its effect on the project.

c. For supplemental assistance requests, explain the reason for the request and justify the need for additional funding.

SECTION IV—REMARKS *(Please reference the proper item number from Sections I, II or III, if applicable)*

GENERAL INSTRUCTIONS

This is a multi-purpose standard form. First, it will be used by applicants as a required facesheet for pre-applications and applications submitted in accordance with Federal Management Circular 74–7. Second, it will be used by Federal agencies to report to Clearinghouses on major actions taken on applications reviewed by clearinghouses in accordance with OMB Circular A–95. Third, it will be used by Federal agencies to notify States of grants-in-aid awarded in accordance with Treasury Circular 1082. Fourth, it may be used, on an optional basis, as a notification of intent from applicants to clearinghouses, as an early initial notice that Federal assistance is to be applied for (clearinghouse procedures will govern).

APPLICANT PROCEDURES FOR SECTION I

Applicant will complete all items in Section I. If an item is not applicable, write "NA". If additional space is needed, insert an asterisk "*", and use the remarks section on the back of the form. An explanation follows for each item:

Item

1. Mark appropriate box. Pre-application and application guidance is in FMC 74–7 and Federal agency program instructions. Notification of intent guidance is in Circular A–95 and procedures from clearinghouse. Applicant will not use "Report of Federal Action" box.

2a. Applicant's own control number, if desired.

2b. Date Section I is prepared.

3a. Number assigned by State clearinghouse, or if delegated by State, by areawide clearinghouse. All requests to Federal agencies *must* contain this identifier if the program is covered by Circular A–95 and required by applicable State/areawide clearinghouse procedures. If in doubt, consult your clearinghouse.

3b. Date applicant notified of clearinghouse identifier.

4a–4h. Legal name of applicant/recipient, name of primary organizational unit which will undertake the assistance activity, complete address of applicant, and name and telephone number of person who can provide further information about this request.

5. Employer identification number of applicant as assigned by Internal Revenue Service.

6a. Use Catalog of Federal Domestic Assistance number assigned to program under which assistance is requested. If more than one program (e.g., joint-funding) write "multiple" and explain in remarks. If unknown, cite Public Law or U.S. Code.

6b. Program title from Federal Catalog. Abbreviate if necessary.

7. Brief title and appropriate description of project. For notification of intent, continue in remarks section if necessary to convey proper description.

8. Mostly self-explanatory. "City" includes town, township or other municipality.

9. Check the type(s) of assistance requested. The definitions of the terms are:

   A. Basic Grant. An original request for Federal funds. This would not include any contribution provided under a supplemental grant.

   B. Supplemental Grant. A request to increase a basic grant in certain cases where the eligible applicant cannot supply the required matching share of the basic Federal program (e.g., grants awarded by the Appalachian Regional Commission to provide the applicant a matching share).

   C. Loan. Self explanatory.

Item

   D. Insurance. Self explanatory.

   E. Other. Explain on remarks page.

10. Governmental unit where significant and meaningful impact could be observed. List only largest unit or units affected, such as State, county, or city. If entire unit affected, list it rather than subunits.

11. Estimated number of persons directly benefiting from project.

12. Use appropriate code letter. Definitions are:

   A. New. A submittal for the first time for a new project.

   B. Renewal. An extension for an additional funding/budget period for a project having no projected completion date, but for which Federal support must be renewed each year.

   C. Revision. A modification to project nature or scope which may result in funding change (increase or decrease).

   D. Continuation. An extension for an additional funding/budget period for a project the agency initially agreed to fund for a definite number of years.

   E. Augmentation. A requirement for additional funds for a project previously awarded funds in the same funding/budget period. Project nature and scope unchanged.

13. Amount requested or to be contributed during the first funding/budget period by each contributor. Value of in-kind contributions will be included. If the action is a change in dollar amount of an existing grant (a revision or augmentation), indicate only the amount of the change. For decreases enclose the amount in parentheses. If both basic and supplemental amounts are included, breakout in remarks. For multiple program funding, use totals and show program breakouts in remarks. Item definitions: 13a, amount requested from Federal Government; 13b, amount applicant will contribute; 13c, amount from State, if applicant is not a State; 13d, amount from local government, if applicant is not a local government; 13e, amount from any other sources, explain in remarks.

14a. Self explanatory.

14b. The district(s) where most of actual work will be accomplished. If city-wide or State-wide, covering several districts, write "city-wide" or "State-wide."

15. Complete only for revisions (item 12c), or augmentations (item 12e).

Item

16. Approximate date project expected to begin (usually associated with estimated date of availability of funding).

17. Estimated number of months to complete project after Federal funds are available.

18. Estimated date preapplication/application will be submitted to Federal agency if this project requires clearinghouse review. If review not required, this date would usually be same as date in item 2b.

Item

19. Existing Federal identification number if this is not a new request and directly relates to a previous Federal action. Otherwise write "NA".

20. Indicate Federal agency to which this request is addressed. Street address not required, but do use ZIP.

21. Check appropriate box as to whether Section IV of form contains remarks and/or additional remarks are attached.

APPLICANT PROCEDURES FOR SECTION II

Applicants will always complete items 23a, 23b, and 23c. If clearinghouse review is required, item 22b must be fully completed. An explanation follows for each item:

Item

22b. List clearinghouses to which submitted and show in appropriate blocks the status of their responses. For more than three clearinghouses, continue in remarks section. All written comments submitted by or through clearinghouses must be attached.

23a. Name and title of authorized representative of legal applicant.

Item

23b. Self explanatory.

23c. Self explanatory.

Note: Applicant completes only Sections I and II. Section III is completed by Federal agencies.

FEDERAL AGENCY PROCEDURES FOR SECTION III

If applicant-supplied information in Sections I and II needs no updating or adjustment to fit the final Federal action, the Federal agency will complete Section III only. An explanation for each item follows:

Item

24. Executive department or independent agency having program administration responsibility.

25. Self explanatory.

26. Primary organizational unit below department level having direct program management responsibility.

27. Office directly monitoring the program.

28. Use to identify non-award actions where Federal grant identifier in item 30 is not applicable or will not suffice.

29. Complete address of administering office shown in item 26.

30. Use to identify award actions where different from Federal application identifier in item 28.

31. Self explanatory. Use remarks section to amplify where appropriate.

32. Amount to be contributed during the first funding/budget period by each contributor. Value of in-kind contributions will be included. If the action is a change in dollar amount of an existing grant (a revision or augmentation), indicate only the amount of change. For decreases, enclose the amount in parentheses. If both basic and supplemental amounts are included, breakout in remarks. For multiple program funding, use totals and show program breakouts in remarks. Item definitions: 32a, amount awarded by Federal Government; 32b, amount applicant will contribute; 32c, amount from State, if applicant is not a State; 32d, amount from local government if applicant is not a local government; 32e, amount from any other sources, explain in remarks.

33. Date action was taken on this request.

34. Date funds will become available.

Item

35. Name and telephone no. of agency person who can provide more information regarding this assistance.

36. Date after which funds will no longer be available.

37. Check appropriate box as to whether Section IV of form contains Federal remarks and/or attachment of additional remarks.

38. For use with A–95 action notices only. Name and telephone of person who can assure that appropriate A–95 action has been taken—If same as person shown in item 35, write "same". If not applicable, write "NA".

Federal Agency Procedures—special considerations

A. *Treasury Circular 1082 compliance.* Federal agency will assure proper completion of Sections I and III. If Section I is being completed by Federal agency, all applicable items must be filled in. Addresses of State Information Reception Agencies (SCIRA's) are provided by Treasury Department to each agency. This form replaces SF 240, which will no longer be used.

B. *OMB Circular A–95 compliance.* Federal agency will assure proper completion of Sections I, II, and III. This form is required for notifying all reviewing clearinghouses of major actions on all programs reviewed under A–95. Addresses of State and areawide clearinghouses are provided by OMB to each agency. Substantive differences between applicant's request and/or clearinghouse recommendations, and the project as finally awarded will be explained in A–95 notifications to clearinghouses.

C. *Special note.* In most, but not all States, the A–95 State clearinghouse and the (*TC 1082*) SCIRA are the same office. In such cases, the A–95 *award* notice to the State clearinghouse will fulfill the TC 1082 award notice requirement to the State SCIRA. Duplicate notification should be avoided.

870—16—83490 1 GPO

RESPOND TO ITEMS 1, 2, AND 10 ONLY

OMB NO. 29-R0218

PART II
PROJECT APPROVAL INFORMATION

ITEM 1.

Does this assistance request require State, local, regional, or other priority rating?

☐ Yes ☐ No

Name of Governing Body ____________

Priority Rating ____________

ITEM 2.

Does this assistance request require State, or local advisory, educational or health clearances?

☐ Yes ☐ No

Name of Agency or Board ____________

(Attach Documentation)

~~**ITEM 3.**~~

~~Does this assistance request require clearinghouse review in accordance with OMB Circular A-95?~~

~~☐ Yes ☐ No~~

~~(Attach Comments)~~

~~**ITEM 4**~~

~~Does this assistance request require State, local, regional, or other planning approval?~~

~~☐ Yes ☐ No~~

~~Name of Approving Agency ____________~~

~~Date ____________~~

~~**ITEM 5**~~

~~Is the proposed project covered by an approved comprehensive plan?~~

~~☐ Yes ☐ No~~

~~Check one:~~

~~☐ State~~

~~☐ Local~~

~~☐ Regional~~

~~Location of Plan ____________~~

~~**ITEM 6**~~

~~Will the assistance requested serve a Federal installation?~~

~~☐ Yes ☐ No~~

~~Name of Federal Installation ____________~~

~~Federal Population benefiting from Project ____________~~

~~**ITEM 7**~~

~~Will the assistance requested be on Federal land or installation?~~

~~☐ Yes ☐ No~~

~~Name of Federal Installation ____________~~

~~Location of Federal Land ____________~~

~~Percent of Project ____________~~

~~**ITEM 8**~~

~~Will the assistance requested have an impact or effect on the environment?~~

~~☐ Yes ☐ No~~

~~See instructions for additional information to be provided.~~

~~**ITEM 9**~~

~~Will the assistance requested cause the displacement of individuals, families, businesses, or farms?~~

~~☐ Yes ☐ No~~

~~Number of:~~

~~Individuals ____________~~

~~Families ____________~~

~~Businesses ____________~~

~~Farms ____________~~

ITEM 10

Is there other related assistance on this project previous, pending, or anticipated?

☐ Yes ☐ No

See instructions for additional information to be provided.

HEW-608T

OMB APPROVAL NO. 29-R0218

PART III - BUDGET INFORMATION

SECTION A - BUDGET SUMMARY

GRANT PROGRAM, FUNCTION OR ACTIVITY (a)	FEDERAL CATALOG NO. (b)	ESTIMATED UNOBLIGATED FUNDS		NEW OR REVISED BUDGET		
		FEDERAL (c)	NON-FEDERAL (d)	FEDERAL (e)	NON-FEDERAL (f)	TOTAL (g)
1.		$	$	$	$	$
2.						
3.						
4.						
5. TOTALS		$	$	$	$	$

SECTION B - BUDGET CATEGORIES

6. OBJECT CLASS CATEGORIES	GRANT PROGRAM, FUNCTION OR ACTIVITY				TOTAL (5)
	(1)	(2)	(3)	(4)	
a. PERSONNEL	$	$	$	$	$
b. FRINGE BENEFITS					
c. TRAVEL					
d. EQUIPMENT					
e. SUPPLIES					
f. CONTRACTUAL					
g. CONSTRUCTION					
h. OTHER					
i. TOTAL DIRECT CHARGES					
j. INDIRECT CHARGES					
k. TOTALS	$	$	$	$	$
7. PROGRAM INCOME	$	$	$	$	$

OMB APPROVAL NO. 29-R0218

SECTION C - NON-FEDERAL RESOURCES

(a) GRANT PROGRAM	(b) APPLICANT	(c) STATE	(d) OTHER SOURCES	(e) TOTALS
8.	$	$	$	$
9.				
10.				
11.				
12. *TOTALS*	$	$	$	$

SECTION D - FORECASTED CASH NEEDS

	TOTAL FOR 1ST YEAR	1ST QUARTER	2ND QUARTER	3RD QUARTER	4TH QUARTER
13. FEDERAL	$	$	$	$	$
14. NON-FEDERAL					
15. *TOTALS*	$	$	$	$	$

SECTION E - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT

(a) GRANT PROGRAM	FUTURE FUNDING PERIODS *(years)*			
	(b) FIRST	(c) SECOND	(d) THIRD	(e) FOURTH
16.	$	$	$	$
17.				
18.				
19.				
20. *TOTALS*	$	$	$	$

SECTION F - OTHER BUDGET INFORMATION *(attach additional sheets if necessary)*

21. DIRECT CHARGES:

22. INDIRECT CHARGES:

23. REMARKS:

PART IV - PROGRAM NARRATIVE *(attach per instructions)*

HEW-608T

PART V

ASSURANCES

The Applicant hereby assures and certifies that he will comply with the regulations, policies, guidelines and requirements, including OMB Circulars No. A-95, A-102 and FMC 74-4, as they relate to the application, acceptance and use of Federal funds for this federally-assisted project. Also the Applicant assures and certifies to the grant that:

1. It possesses legal authority to apply for the grant; that a resolution, motion or similar action has been duly adopted or passed as an official act of the applicant's governing body, authorizing the filing of the application, including all understandings and assurances contained therein, and directing and authorizing the person identified as the official representative of the applicant to act in connection with the application and to provide such additional information as may be required.

2. It will comply with Title VI of the Civil Rights Act of 1964 (P.L. 88-352) and in accordance with Title VI of that Act, no person in the United States shall, on the ground of race, color or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant receives Federal financial assistance and will immediately take any measures necessary to effectuate this agreement.

3. It will comply with Title VI of the Civil Rights Act of 1964 (42 USC 2000d) prohibiting employment discrimination where (1) the primary purpose of a grant is to provide employment or (2) discriminatory employment practices will result in unequal treatment of persons who are or should be benefiting from the grant-aided activity.

4. It will comply with requirements of the provisions of the Uniform Relocation Assistance and Real Property Acquisitions Act of 1970 (P.L. 91-646) which provides for fair and equitable treatment of persons displaced as a result of Federal and federally-assisted programs.

5. It will comply with the provisions of the Hatch Act which limit the political activity of employees.

6. It will comply with the minimum wage and maximum hours provisions of the Federal Fair Labor Standards Act, as they apply to hospital and educational institution employees of State and local governments.

7. It will establish safeguards to prohibit employees from using their positions for a purpose that is or gives the appearance of being motivated by a desire for private gain for themselves or others, particularly those with whom they have family, business, or other ties.

8. It will give the sponsoring agency or the Comptroller General through any authorized representative the access to and the right to examine all records, books, papers, or documents related to the grant.

9. It will comply with all requirements imposed by the Federal sponsoring agency concerning special requirements of law, program requirements, and other administrative requirements.

10. It will insure that the facilities under its ownership, lease or supervision which shall be utilized in the accomplishment of the project are not listed on the Environmental Protection Agency's (EPA) list of Violating Facilities and that it will notify the Federal grantor agency of the receipt of any communication from the Director of the EPA Office of Federal Activities indicating that a facility to be used in the project is under consideration for listing by the EPA.

11. It will comply with the flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973, Public Law 93-234, 87 Stat. 975, approved December 31, 1976. Section 102(a) requires, on and after March 2, 1975, the purchase of flood insurance in communities where such insurance is available as a condition for the receipt of any Federal financial assistance for construction or aquisition purposes for use in any area that has been identified by the Secretary of the Department of Housing and Urban Development as an area having special flood hazards. The phrase "Federal financial assistance" includes any form of loan, grant, guaranty, insurance payment, rebate, subsidy, disaster assistance loan or grant, or any other form of direct or indirect Federal assistance.

12. It will assist the Federal grantor agency in its compliance with Section 106 of the National Historic Preservation Act of 1966 as amended (16 USC 470), Executive Order 11593, and the Archeological and Historic Preservation Act of 1966 (16 USC 469a-1 et seq.) by (a) consulting with the State Historic Preservation Officer on the conduct of investigations, as necessary, to identify properties listed in or eligible for inclusion in the National Register of Historic Places that are subject to adverse effects (see 36 CFR Part 800.8) by the activity, and notifying the Federal grantor agency of the existence of any such properties, and by (b) complying with all requirements established by the Federal grantor agency to avoid or mitigate adverse effects upon such properties.

NOTICE

1. No application for Department of Health, Education, and Welfare assistance is approved unless the applicant has on file with the Department an accepted assurance of compliance with Title VI of the Civil Rights Act of 1964 (Public Law 88-352), on Form HEW 441. **If a copy of Form HEW 441 is NOT already on file with the Department, it must be submitted with this application**

2. No application for Department of Health, Education, and Welfare financial assistance under any education program or activity is approved unless the applicant has on file with the Department an accepted assurance of compliance with Title IX of the Education Amendments of 1972 (Public Law 92-318), on Form HEW 639A (formerly Form HEW 639). **If a copy of Form HEW 639 or Form HEW 639A is NOT already on file with the Department, it must be submitted with this application.**

3. Department of Health, Education, and Welfare policy requires that if any phase of THIS project will involve subjecting individuals to the risk of physical, psychological, sociological, or other harm, certain safeguards must be instituted and an assurance must be filed on Form HEW 596. If there is any question about application of requirements for protection of human subjects to this project, further information should be requested from the Office of Protection from Research Risks, National Institutes of Health, DHEW, 9000 Rockville Pike, Bethesda, Maryland 20014.

4. No application for Department of Health, Education, and Welfare assistance is approved unless the applicant has on file with the Department an accepted assurance of compliance with Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), on Form HEW 641. **If a copy of Form HEW 641 is NOT already on file with the Department, it must be submitted with this application.**

5. If this is an application for continued support, include if you have not already done so (a) the report of inventions conceived or reduced to practice required by the terms and conditions of the grant, or (b) a list of inventions already reported, or (c) a negative certification.

NOTE: A copy of each of the four forms enumerated above (Forms HEW 441, 639A, 596, and 641) is attached hereto for your convenience in the event that you may be required to file one or more of them in accordance with the ABOVE instructions. If, however, 1, 2, and/or 4 of the above assurances have been submitted to either the Office of Education (OE) or the Department, another original or copy need not be submitted nor will any OE program insist upon such a duplicate submission as a consideration of any application.

Explanation Of

HEW FORM NO. 441, ASSURANCE OF COMPLIANCE WITH THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE REGULATION UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964

Section 80.4 of the Department of Health, Education, and Welfare's Regulation effectuating Title VI of the Civil Rights Act of 1964 requires that every application to the Department for Federal financial assistance shall contain or be accompanied by an Assurance that the program or facility to be assisted will be conducted or operated in compliance with Title VI of the Civil Rights Act and with all requirements imposed by or pursuant to the Department's Regulation.

Section 80.4 further provides that "the form of the foregoing Assurance and the extent to which like Assurances will be required of subgrantees, contractors, transferees, successors in interest and other participants," shall be specified by the responsible Department official. Under this authority, HEW Form No. 441 has been specified as the form of Assurance which shall apply to all applications for Federal financial assistance (except for continuing state programs which must meet the requirements of Section 80.4(b) and school districts availing themselves of Section 80.4(c) of the Regulation) submitted to the Department after January 3, 1965; also the circumstances have been specified under which an Applicant shall obtain comparable written Assurances of compliance from its subgrantees, contractors, and transferees. (See answers to Questions 11 and 12 below in this regard.)

HEW Form No. 441 constitutes a legally enforceable agreement to comply with Title VI of the Civil Rights Act of 1964, and with all requirements imposed by or pursuant to the Regulation of the Department of Health, Education, and Welfare issued thereunder. Applicants are urged to read the Department's Regulation before executing the Assurance.

The following explanation of the requirements of the Department's Regulation and the examples of the kinds of discriminatory practices prohibited by them are for the guidance of the Applicants.

1. *By executing the Assurance (HEW Form No. 441), what does an Applicant agree to do?*

A. The Applicant agrees to make no distinction on the ground of race, color, or national origin in providing to individuals any service, financial aid, or other benefit under any program receiving Federal financial assistance extended to the Applicant by the Department.

2. *What is meant by "distinction on the ground of race, color, or national origin"?*

A. "Distinction on the ground of race, color, or national origin" includes (1) any type of segregation, separate or different treatment, or other discrimination on that ground; (2) the imposition of any admission, enrollment quota, eligibility, or other requirement or condition which individuals must meet in order to be provided any service, financial aid, or other benefit under a program or to be afforded an opportunity to participate in a program, if the race, color, or national origin of individuals is considered in determining whether they meet any such requirement or condition; (3) the use of membership in a group as a basis for the selection of individuals for any purpose, if in selecting members of the group there is discrimination on the ground of race, color, or national origin; and (4) the assignment of personnel to provide services, or the assignment of times or places for the provision of services, on the basis of the race, color, or national origin of the individuals to be served. It does not, however, include distinctions on the ground of race, color, or national origin determined by the responsible Department official to be necessary to the conduct of research or experimental programs having as their primary objective the discovery of new knowledge concerning special characteristics of particular racial or other ethnic groups.

3. *What is meant by "service, financial aid, or other benefit"?*

A. "Service, financial aid, or other benefit" under a program receiving Federal financial assistance includes any education or training, any evaluation, guidance, counseling, or placement service, any health, welfare, rehabilitation, housing, or recreational service, any referral of individuals for any of the foregoing services, any scholarship, fellowship or traineeship stipend or allowance, and any loan or other financial assistance or benefit (whether in cash or in kind), which is made available to individuals (1) with the aid of Federal financial assistance, or (2) with the aid of the Applicant's or of other non-Federal funds required to be made available for the program as a condition to the receipt of Federal financial assistance, or (3) in or through a facility provided with the aid of Federal financial assistance or the non-Federal matching funds referred to in (2).

4. *What requirements are placed on the use of facilities?*

A. The Applicant agrees to make no distinction on the ground of race, color, or national origin in making available to individuals the use of any land, building, equipment, or other facility leased, acquired, constructed, improved, or equipped with the aid of Federal financial assistance extended to the Applicant by the Department, including—

(*a*) the use of any room, dormitory, ward, or other space in the facility;

(*b*) the use of any equipment in the facility;

(*c*) the use of any office, waiting room, restroom, eating, recreational, concession, or other accommodation or convenience provided in the facility;

(*d*) the use of any facility not provided with the aid of Federal financial assistance if the availability of such facility is required as a condition to the receipt of Federal financial assistance for the Federally-assisted facility.

5. *What requirements are placed on the opportunities to participate in a program receiving Federal assistance?*

A. The Applicant agrees to make no distinction on the ground of race, color, or national origin in affording opportunities to individuals to participate (other than as employees) in any program receiving Federal financial assistance extended by the Department to the Applicant, including opportunities to participate—

(*a*) as providers of any service, financial aid, or other benefit to individuals under the program (e.g., as physicians, surgeons, dentists, or other professional practitioners seeking the privilege of practicing in a Federally-aided hospital or other facility),

(*b*) as conferees, observers, consultants, or advisers, or as members of advisory or planning groups, or

(*c*) as volunteers (e.g., as voluntary workers, or as patients or other subjects of study or experimentation in research, survey, demonstration, or like programs).

6. *Does that mean that an Applicant who signs the Department's Assurance may nevertheless make distinctions among his employees on the basis of race, color, or national origin?*

A. Title VI of the Civil Rights Act does not concern itself with employment practices except where a primary objective of the Federal financial assistance is to provide employment. Thus, where a basic objective of the program is to provide employment, the Applicant's employment practices are subject to the Department's Regulation. However, even where this is not the case an Applicant may be precluded from engaging in any discriminatory employment practices under the provisions of Title VII of the Civil Rights Act, Executive Orders 10925 and 11114, and the Merit System Regulations.

7. *When an Applicant's employment practices are covered by the Department's Regulation, what requirements must be met?*

A. The Applicant agrees to make no distinction on the ground of race, color, or national origin in its employment practices (including recruitment or recruitment advertising, hiring, layoff or termination, upgrading, demotion, or transfer, rates of pay or other forms of compensation, and use of facilities) with respect to individuals seeking employment or employed under any program receiving Federal financial assistance extended to the Applicant by the Department, in those programs where a primary objective of the Federal financial assistance is to provide employment to such individuals. This includes programs under which the employment is provided—

(*a*) as a means of extending financial assistance to students or to needy persons,

(*b*) to students, fellows, interns, residents, or others in training for related employment (including research associates or assistants in training for research work), or

(*c*) to reduce unemployment or to provide remunerative activity to individuals who because of severe handicaps cannot be readily absorbed in the competitive labor market.

8. *What effect will the Regulation have on a college or university's admission practices or other practices related to the treatment of students?*

A. An institution of higher education which applies for any Federal financial assistance of any kind must agree that it will make no distinction on the ground of race, color, or national origin in the admission practices or any other practices of the institution relating to the treatment of students.

(*a*) "Student" includes any undergraduate, graduate, professional, or postgraduate student, fellow, intern, student, or other trainee receiving education or training from the institution.

(*b*) "Admission practices" include recruiting and promotional activities, application requirements, eligibility conditions, qualifications, preferences, or quotas used in selecting individuals for admission to the institution, or any program of the institution, as students.

(*c*) "Other practices relating to the treatment of students" include the affording to students of opportunities to participate in any educational, research, cultural, athletic, recreational, social, or other program or activity; the performance evaluation, discipline, counseling of students; making available to students any housing, eating, health, or recreational service; affording work opportunities, or scholarship, loan or other financial assistance to students; and making available for the use of students any building, room, space, materials, equipment, or other facility or property.

9. *Does the Assurance of nondiscrimination apply to the entire operation of an institution?*

A. Insofar as the Assurance given by the Applicant relates to the admission or other treatment of individuals as students, patients, or clients of an institution of higher education, a school, hospital, nursing home, center, or other institution owned or operated by the Applicant, or to the opportunity to participate in the provision of services, financial aid, or other benefits to such individuals, the Assurance applies to the entire institution. In the case of a public school system the Assurance would be applicable to all of the elementary or secondary schools operated by the Applicant.

10. *What about a university which operates several campuses?*

A. Section 80.4(d)(2) of the Regulation provides for a more limited Assurance only where an institution can demonstrate that the practices in part of its operation in no way affect its practice in the program for which it seeks Federal funds. This would be a rare case.

11. *If an Applicant intends to make use of other individuals to help carry out the Federally-assisted program, does the requirement not to discriminate apply to such a subgrantee or contractor?*

A. It does. The Applicant must require any individual, organization, or other entity which it utilizes, to which it subgrants, or with which it contracts or otherwise arranges to provide services, financial aid, or other benefits under, or to assist it in the conduct of, any program receiving Federal financial assistance extended to the Applicant by the Department, or with which it contracts or otherwise arranges for the use of any facility provided with the aid of Federal financial assistance for a purpose for which the Federal financial assistance was extended, to comply fully with Title VI of the Civil Rights Act of 1964 and the Regulation of the Department of Health, Education, and Welfare issued thereunder.

12. *Must this Assurance of nondiscrimination by the subgrantee, etc., be in writing?*

A. In the case (1) of any contractual or other arrangement with another such individual or entity which will continue for an indefinite period or for a period of more than three months, (2) of any subgrant, or (3) of any conveyance, lease, or other transfer of any real property or structures thereon provided with the aid of Federal financial assistance extended to the Applicant by the Department, the Applicant shall obtain from such other person, subgrantee, or transferee, an agreement, in writing, enforceable by the Applicant and by the United States, that such other individual or entity, subgrantee, or transferee will carry out its functions under such subgrant, or contractual or other arrangement, or will use the transferred property, as the case may be, in accordance with Title VI of the Act and the Regulation will otherwise comply herewith.

13. *What obligations does the Applicant have to inform beneficiaries, participants, and others of the provisions of the Regulation?*

A. The Applicant must make available to beneficiaries, participants, and other interested persons information regarding the provisions of the Regulation and protections against discrimination provided under Title VI of the Civil Rights Act. The Department will issue shortly more detailed instructions on carrying out this phase of the Regulation.

14. *What obligations does the Applicant have to keep records and to make them available to the Department?*

A. From time to time, Applicants may be required to submit reports to the Department, and the Regulation provides that the facilities of the Applicant and all records, books, accounts, and other sources of information pertinent to the Applicant's compliance with the Regulation be made available for inspection during normal business hours on request of an officer or employee of the Department specifically authorized to make such inspections. More detailed instructions in this regard will also be forthcoming from the Department in the near future.

15. *Must separate Assurance forms be filed with each application?*

A. As a general rule once a valid Assurance is given it will apply to any further application as long as there is no indication of a failure to comply.

ASSURANCE OF COMPLIANCE WITH THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE REGULATION UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964

______________________________ (hereinafter called the "Applicant")
(Name of Applicant)

HEREBY AGREES THAT it will comply with title VI of the Civil Rights Act of 1964 (P.L. 88-352) and all requirements imposed by or pursuant to the Regulation of the Department of Health, Education, and Welfare (45 CFR Part 80) issued pursuant to that title, to the end that, in accordance with title VI of that Act and the Regulation, no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the Applicant receives Federal financial assistance from the Department; and HEREBY GIVES ASSURANCE THAT it will immediately take any measures necessary to effectuate this agreement.

If any real property or structure thereon is provided or improved with the aid of Federal financial assistance extended to the Applicant by the Department, this assurance shall obligate the Applicant, or in the case of any transfer of such property, any transferee, for the period during which the real property or structure is used for a purpose for which the Federal financial assistance is extended or for another purpose involving the provision of similar services or benefits. If any personal property is so provided, this assurance shall obligate the Applicant for the period during which it retains ownership or possession of the property. In all other cases, this assurance shall obligate the Applicant for the period during which the Federal financial assistance is extended to it by the Department.

THIS ASSURANCE is given in consideration of and for the purpose of obtaining any and all Federal grants, loans, contracts, property, discounts or other Federal financial assistance extended after the date hereof to the Applicant by the Department, including installment payments after such date on account of applications for Federal financial assistance which were approved before such date. The Applicant recognizes and agrees that such Federal financial assistance will be extended in reliance on the representations and agreements made in this assurance, and that the United States shall have the right to seek judicial enforcement of this assurance. This assurance is binding on the Applicant, its successors, transferees, and assignees, and the person or persons whose signatures appear below are authorized to sign this assurance on behalf of the Applicant.

Dated ______________________ ______________________
(Applicant)

By______________________
(President, Chairman of Board, or comparable authorized official)

____

____
(Applicant's mailing address)

Explanation Of

HEW FORM 639 A (3/77), ENTITLED "ASSURANCE OF COMPLIANCE WITH TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 AND THE REGULATION OF THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE IN IMPLEMENTATION THEREOF"

Section 901 of Title IX of the Education Amendments of 1972 provides that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. Section 902 of Title IX authorizes and directs the Department of Health, Education, and Welfare (hereinafter the "Department") to effectuate the nondiscrimination requirements of section 901 by issuing rules, regulations, and orders of general applicability. Pursuant to section 902, the Department has issued 45 C.F.R. Part 86 (hereinafter "Part 86") which became effective on July 21, 1975.

Section 86.4 of Part 86 requires that every application for Federal financial assistance for any education program or activity shall, as a condition of its approval, contain or be accompanied by an assurance from the applicant satisfactory to the Director of the Office for Civil Rights (hereinafter the "Director") that each education program or activity operated by the applicant and to which Title IX of the Education Amendments of 1972 and Part 86 apply will be operated in compliance with Part 86.

Section 86.4 also provides that the Director will specify the form of the assurance required and the extent to which such assurance will be required of the applicant's subgrantees, contractors, subcontractors, transferees, or successors in interest. Under this authority, HEW Form 639 A, (3/77) has been specified as the form of assurance which shall apply to all recipients of and applicants for Federal financial assistance subject to the provisions of Title IX and awarded by the Department.

HEW Form 639 A, (3/77) constitutes a legally enforceable agreement to comply with Title IX and all of the requirements of Part 86. Applicants are urged to read Part 86 and the accompanying preamble. The obligation imposed by Title IX and Part 86 are independent of, and do not alter, the obligation not to discriminate on the basis of sex imposed by Title VII of the Civil Rights Act of 1964 (20 U.S.C. 2000e et seq.); Executive Order 11246, as amended; sections 799A and 855 of the Public Health Service Act (42 U.S.C. 295h-9 and 298b-2); and the Equal Pay Act (29 U.S.C. 206 and 206 (d)).

PERIOD OF ASSURANCE

HEW Form 639 A, (3/77) is binding on a recipient for a period during which Federal financial assistance is extended to it by the Department. With respect to Federal financial assistance used to aid in the purchase or improvement of real or personal property, such period shall include the time during which the real or personal property is used for the purpose of providing an education program or activity. A recipient may transfer or otherwise convey title to real and personal property purchased or improved with Federal financial assistance so long as such transfer or conveyance is consistent with the laws and regulations under which the recipient obtained the property and it has obtained a properly executed HEW Form 639 A, (3/77) from the party to whom it wishes to transfer or convey the title unless the property in question is no longer to be used for an education program or activity or the Federal share of the fair market value of such property has been refunded or otherwise properly accounted for to the Federal government.

An applicant or recipient which has submitted an HEW Form 639 A, (3/77) to the Director need not submit a separate form with each grant application but may, if the information contained therein remains accurate, simply incorporate by reference, HEW Form 639 A, (3/77), giving the date it was submitted. On the other hand, a revised HEW Form 639 A, (3/77) must be submitted within 30 days after information contained in the submitted form becomes inaccurate, even if no additional financial assistance is being sought.

OBLIGATION OF RECIPIENT TO OBTAIN ASSURANCES FROM OTHERS

As indicated in Article III, paragraph 2, of the Assurance, if a recipient subgrants to, or contracts, subcontracts, or otherwise arranges with an individual, organization, or group to assist in the conduct of an education program or activity receiving Federal financial assistance from the Department or to provide services in connection with such a program or activity, the recipient continues to have an obligation to ensure that the education program or activity is being administered in a nondiscriminatory manner. (See 45 C.F.R. 86.31.) Accordingly, the recipient must take reasonable steps to ensure that the individual, organization, or group in question is complying with Title IX and Part 86. These steps may include, but do not necessarily require, obtaining assurances of compliance from such subgrantees, contractors, and subcontractors in the form of, or modeled on, the HEW Form 639A, (3/77). These steps to require, however, such activities as may be reasonably necessary to monitor the compliance of these subgrantees, contractors, or subcontractors, regardless of whether they have submitted assurances to the recipient. If a recipient is unable to assure itself that any contractor, subcontractor, subgrantee, or other individual or group with whom it arranges to provide services or benefits to its students and employees does not discriminate on the basis of sex as described in Part 86, the recipient may not initiate or continue contracts, subcontracts, or other arrangements with that individual or group or make subgrants to it.

ADMINISTRATIVELY SEPARATE UNITS

If an educational institution is composed of more than one administratively separate unit, a separate HEW Form 639 A, (3/77) may be submitted for each unit or one may be submitted for the entire institution. If separate forms are submitted, the administratively separate unit for which the form is submitted should be clearly identified in the first line of HEW Form 639 A, (3/77). An "administratively separate unit" is defined as a school, department or college of an educational institution (other than a local educational agency) admission to which is independent of admission to any other component of such institution. See 45 C.F.R. 86.2(o).

STATE EDUCATION AGENCIES

State education agencies are generally not responsible for running pre-school, kindergarten,, elementary or secondary programs. Such responsibility is generally left to local education agencies although some supervisory authority may be vested with the state education agency. Consequently, most state agencies should not check the boxes for "Pre-school," "Kindergarten," or "Elementary or Secondary" in Article I of HEW Form 639 A, (3/77). If the state agency runs special programs for the handicapped, including those on the pre-school, kindergarten, elementary, or secondary level, the box marked "Other" should be checked and the appropriate description inserted in the space provided.

Under Article III, paragraph 5, of HEW Form 639A, (3/77) a state education agency may be called upon from time to time to submit reports necessary to determine Title IX compliance by local education agencies within its jurisdiction. The form and content of such reports will be specified by the Director at the time the request is made.

RELIGIOUS EXEMPTION

Applicants or recipients which are educational institutions controlled by a religious organization are not covered by Part 86 to the extent that application of Part 86 would be inconsistent with the religious tenets of the controlling religions organization.

Section 86.12 of Part 86 requires an institution seeking an exemption to submit a written statement to the Director identifying the provisions of Part 86 which conflict with a specific tenet of the controlling religious organization. Such a statement must be signed by the highest ranking official of the educational institution claiming the exemption. An applicant or recipient claiming an exemption is not relieved of its obligations to comply with that portion of Part 86 not specified in its statement to the Director as being inconsistent with the tenets of the controlling religious organization.

Although 86.12 imposes no time restrictions when a recipient or applicant may claim an exemption, applicants or recipients are urged to make such claims when they initially submit HEW Form 639 A, (3/77) by checking the appropriate box in Article I of HEW Form 639 A, (3/77) and attaching thereto the statement required by 86.12(b). Such an approach will avoid misunderstandings on the part of both the Department and the applicant or recipient as to what, if any, action is required under Part 86.

An applicant or recipient will normally be considered to be controlled by a religious organization if one or more of the following conditions prevail:

(1) It is a school or department of divinity; or

(2) It requires its faculty, students or employees to be members of, or otherwise espouse a personal belief in, the religion of the organization by which it claims to be controlled; or

(3) Its charter and catalog, or other official publication, contains explicit statement that it is controlled by a religious organization or an organ thereof or is committed to the doctrines of a particular religion, and the members of its governing body are appointed by the controlling religious organization or an organ thereof, and it receives a significant amount of financial support from the controlling religious organization or an organ thereof.

The term "school or department of divinity" means an institution or a department or branch of an institution whose program is specifically for the education of students to prepare them to become ministers of religion or to enter upon some other religious vocation, or to prepare them to teach theological subjects. (This definition is adopted from section 1201(1) of the Higher Education Act of 1965, P.L. 89-329.)

ASSURANCE OF COMPLIANCE WITH TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 AND THE REGULATION ISSUED BY THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE IN IMPLEMENTATION THEREOF

(PLEASE READ EXPLANATION OF HEW FORM 639 A (3/77)* BEFORE COMPLETING THIS DOCUMENT)

Pursuant to 45 C.F.R. 86.4:

(Name of Applicant or recipient

(address)

(city, state, zip code)

(identifying code-FICE, OE, or IRS)

(hereinafter the "Applicant") gives this assurance in consideration of and for purpose of obtaining Federal education grants, loans, contracts (except contracts of insurance or guaranty), property, discounts, or other Federal financial assistance to education programs or activities from the Department of Health, Education, and Welfare (hereinafter the "Department"), including payments or other assistance hereafter received pursuant to applications approved prior to the date of this assurance.

ARTICLE I - TYPE OF INSTITUTION SUBMITTING ASSURANCE.

A. The Applicant is (check the following boxes where applicable):

1. ☐ A state education agency.
2. ☐ A local education agency.
3. ☐ A publicly controlled educational institution or organization.
4. ☐ A privately controlled educational institution or organization.
5. ☐ A person, organization, group or other entity not primarily engaged in education. If this box is checked, insert primary purpose or activity of Applicant in the space provided below:

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*HEW Form 639 A (3/77) This form supersedes HEW Form 639 (7/76). HEW Form 639 (7/76) submitted prior to this revision are valid and recipients need not submit a new assurance.

B. ( ) Claiming a religious exemption under 45 C.F.R. 86.12(b). (If religious exemption is claimed, attach statement by highest ranking official of Applicant identifying the specific provisions of 45 C.F.R. Part 86 which conflict with a specific religious tenet of the controlling religious organization.)

C. The Applicant offers one or more of the following programs or activities (check where applicable):

1. ( ) Pre-school
2. ( ) Kindergarten
3. ( ) Elementary or Secondary
4. ( ) Graduate
5. ( ) Other (such as special programs for the handicapped even if provided on the pre-school, elementary or secondary level). If this box is checked, give brief description below:
6. ( ) Undergraduate (including junior and community colleges)
7. ( ) Vocational or Technical
8. ( ) Professional

ARTICLE II-PERIOD OF ASSURANCE. This assurance shall obligate the Applicant for the period during which Federal financial assistance is extended to it by the Department.

ARTICLE III-TERMS AND CONDITIONS. The Applicant hereby agrees that it will:

1. Comply, to the extent applicable to it, with Title IX of the Education Amendments of 1972 (P.L. 92-318), as amended, 20 U.S.C. 1681, 1682, 1683, and 1685 (hereinafter, "Title IX"), and all applicable requirements imposed by or pursuant to the Department's regulation issued pursuant to Title IX, 45 C.F.R. Part 86 (hereinafter, "Part 86"), to the end that, in accordance with Title IX and Part 86, no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any education program or activity for which the Applicant receives or benefits from Federal financial assistance from the Department. (This assurance does not apply to sections 904 (proscribing denial of admission to course of study on the basis of blindness) and 906 (amending other laws) of Title IX, 20, U.S.C. 1684 and 1686.)

2. Assure itself that all contractors, subcontractors, subgrantees or others with whom it arranges to provide services or benefits to its students or employees in connection with its education program or activity are not discriminating on the basis of sex against these students or employees.

3. Make no transfer or other conveyance of title to any real or personal property which was purchased or improved with the aid of Federal financial assistance covered by this assurance, and which is to continue to be used for an education program or activity and where the Federal share of the fair market value of such property has not been refunded or otherwise properly accounted for to the Federal government, without securing from the transferee an assurance of compliance with Title IX and Part 86 satisfactory to the Director and submitting such assurance to the Department.

4. Submit a revised assurance within 30 days after any information contained in this assurance becomes inaccurate.

5. If the Applicant is a state education agency, submit reports in a manner prescribed by the Director under 45 C.F.R. 80.6(b) as to the compliance with Title IX and Part 86 of local education agencies or other education programs or activities within its jurisdiction.

ARTICLE IV-DESIGNATION OF RESPONSIBLE EMPLOYEE AND ADOPTION OF GRIEVANCE PROCEDURES. (Check the appropriate box.)

A. 1. ( ) Pursuant to 45 C.F.R. 86.8, the Applicant has adopted grievance procedures and designated the following employee to coordinate its efforts to comply with Part 86 and has notified all of its students and employees of these grievance procedures and the following name, address and telephone number of the designated employee:

2. ______________________________
(name of employee)

3. ______________________________
(office address)

4. ______________________________
(telephone number)

B. 1. ( ) The Applicant is not presently receiving Federal financial assistance subject to Part 86 and, consequently, has not designated a responsible employee or adopted grievance procedures pursuant to 45 C.F.R. 86.8 but will do so immediately upon award of such assistance and will immediately notify the Director, its students and employees of the name, office address, and telephone number of the employee so designated.

ARTICLE V - SELF-EVALUATION. (Check the appropriate box.)

A. ( ) The Applicant has completed a self-evaluation as required by 45 C.F.R. 86.3(c) and has not found it necessary to modify any of its policies and practices or to take any remedial steps to come into compliance with Part 86.

B. ( ) The Applicant has completed a self-evaluation as required by 45 C.F.R. 86.3(c) and has ceased to carry out any policies and practices which do not or may not meet the requirements of Part 86 and is taking any necessary remedial steps to eliminate the effects of any discrimination which resulted or may have resulted from adherence to such policies and practices.

C. ( ) The Applicant has not completed the self-evaluation required by 45 C.F.R. 86.3(c) but expects to have it completed by ________________________.
insert date

D. ( ) The Applicant is not required to conduct a self-evaluation under 45 C.F.R. 86.3 since it did not receive any Federal financial assistance to which Part 86 applies prior to July 21, 1976.

Date: ______________ _____

____
(Insert name of Applicant)

By

____
(This document must be signed by
an official legally authorized
to contractually bind the Applicant.)

____
(Insert title of authorized official.)

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE **PROTECTION OF HUMAN SUBJECTS ASSURANCE/CERTIFICATION/DECLARATION** ☐ ORIGINAL ☐ FOLLOWUP ☐ REVISION	☐ GRANT ☐ CONTRACT ☐ FELLOW ☐ OTHER ☐ NEW ☐ RENEWAL ☐ CONTINUATION APPLICATION IDENTIFICATION NUMBER *(If known)* ____________________

***STATEMENT OF POLICY:** Safeguarding the rights and welfare of subjects at risk in activities supported under grants and contracts from DHEW is primarily the responsibility of the institution which receives or is accountable to DHEW for the funds awarded for the support of the activity. In order to provide for the adequate discharge of this institutional responsibility, it is the policy of DHEW that no activity involving human subjects to be supported by DHEW grants or contracts shall be undertaken unless the Institutional Review Board has reviewed and approved such activity, and the institution has submitted to DHEW a certification of such review and approval, in accordance with the requirements of Public Law 93-348, as implemented by Part 46 of Title 45 of the Code of Federal Regulations, as amended, (45 CFR 46).* Administration of the DHEW policy and regulation is the responsibility of the Office for Protection from Research Risks, National Institutes of Health, Bethesda, Md 20014.

1. TITLE OF PROPOSAL OR ACTIVITY

2. PRINCIPAL INVESTIGATOR/ACTIVITY DIRECTOR/FELLOW

3. DECLARATION THAT HUMAN SUBJECTS EITHER WOULD OR WOULD NOT BE INVOLVED

☐ A. NO INDIVIDUALS WHO MIGHT BE CONSIDERED HUMAN SUBJECTS, INCLUDING THOSE FROM WHOM ORGANS, TISSUES, FLUIDS, OR OTHER MATERIALS WOULD BE DERIVED, OR WHO COULD BE IDENTIFIED BY PERSONAL DATA, WOULD BE INVOLVED IN THE PROPOSED ACTIVITY. (IF NO HUMAN SUBJECTS WOULD BE INVOLVED, CHECK THIS BOX AND PROCEED TO ITEM 7. PROPOSALS DETERMINED BY THE AGENCY TO INVOLVE HUMAN SUBJECTS WILL BE RETURNED.)

☐ B. HUMAN SUBJECTS WOULD BE INVOLVED IN THE PROPOSED ACTIVITY AS EITHER: ☐ NONE OF THE FOLLOWING, OR INCLUDING: ☐ MINORS, ☐ FETUSES, ☐ ABORTUSES, ☐ PREGNANT WOMEN, ☐ PRISONERS, ☐ MENTALLY RETARDED, ☐ MENTALLY DISABLED. UNDER SECTION 6. COOPERATING INSTITUTIONS, ON REVERSE OF THIS FORM, GIVE NAME OF INSTITUTION AND NAME AND ADDRESS OF OFFICIAL(S) AUTHORIZING ACCESS TO ANY SUBJECTS IN FACILITIES NOT UNDER DIRECT CONTROL OF THE APPLICANT OR OFFERING INSTITUTION.

4. DECLARATION OF ASSURANCE STATUS/CERTIFICATION OF REVIEW

☐ A. THIS INSTITUTION HAS NOT PREVIOUSLY FILED AN ASSURANCE AND ASSURANCE IMPLEMENTING PROCEDURES FOR THE PROTECTION OF HUMAN SUBJECTS WITH THE DHEW THAT APPLIES TO THIS APPLICATION OR ACTIVITY. ASSURANCE IS HEREBY GIVEN THAT THIS INSTITUTION WILL COMPLY WITH REQUIREMENTS OF *DHEW Regulation 45 CFR 46*, THAT IT HAS ESTABLISHED AN INSTITUTIONAL REVIEW BOARD FOR THE PROTECTION OF HUMAN SUBJECTS AND, WHEN REQUESTED, WILL SUBMIT TO DHEW DOCUMENTATION AND CERTIFICATION OF SUCH REVIEWS AND PROCEDURES AS MAY BE REQUIRED FOR IMPLEMENTATION OF THIS ASSURANCE FOR THE PROPOSED PROJECT OR ACTIVITY.

☐ B. THIS INSTITUTION HAS AN APPROVED GENERAL ASSURANCE (DHEW ASSURANCE NUMBER __________) OR AN ACTIVE SPECIAL ASSURANCE FOR THIS ONGOING ACTIVITY, ON FILE WITH DHEW. THE SIGNER CERTIFIES THAT ALL ACTIVITIES IN THIS APPLICATION PROPOSING TO INVOLVE HUMAN SUBJECTS HAVE BEEN REVIEWED AND APPROVED BY THIS INSTITUTION'S INSTITUTIONAL REVIEW BOARD IN A CONVENED MEETING ON THE DATE OF __________ IN ACCORDANCE WITH THE REQUIREMENTS OF THE *Code of Federal Regulations on Protection of Human Subjects (45 CFR 46)*. THIS CERTIFICATION INCLUDES, WHEN APPLICABLE, REQUIREMENTS FOR CERTIFYING FDA STATUS FOR EACH INVESTIGATIONAL NEW DRUG TO BE USED (SEE REVERSE SIDE OF THIS FORM).

THE INSTITUTIONAL REVIEW BOARD HAS DETERMINED, AND THE INSTITUTIONAL OFFICIAL SIGNING BELOW CONCURS THAT:

EITHER ☐ HUMAN SUBJECTS WILL NOT BE AT RISK; OR ☐ HUMAN SUBJECTS WILL BE AT RISK.

5. AND 6. SEE REVERSE SIDE

7. NAME AND ADDRESS OF INSTITUTION

8. TITLE OF INSTITUTIONAL OFFICIAL	TELEPHONE NUMBER
SIGNATURE OF INSTITUTIONAL OFFICIAL	DATE

HEW-596 (Rev. 4-75)

ENCLOSE THIS FORM WITH THE PROPOSAL OR RETURN IT TO REQUESTING AGENCY.

5. INVESTIGATIONAL NEW DRUGS - ADDITIONAL CERTIFICATION REQUIREMENT

SECTION 46.17 OF TITLE 45 OF THE** Code of Federal Regulations **states, "Where an organization is required to prepare or to submit a certification . . . and the proposal involves an investigational new drug within the meaning of The Food, Drug, and Cosmetic Act, the drug shall be identified in the certification together with a statement that the 30-day delay required by 21 CFR 130.3(a)(2) has elapsed and the Food and Drug Administration has not, prior to expiration of such 30-day interval, requested that the sponsor continue to withhold or to restrict use of the drug in human subjects; or that the Food and Drug Administration has waived the 30-day delay requirement; provided, however, that in those cases in which the 30-day delay interval has neither expired nor been waived, a statement shall be forwarded to DHEW upon such expiration or upon receipt of a waiver. No certification shall be considered acceptable until such statement has been received."

INVESTIGATIONAL NEW DRUG CERTIFICATION

TO CERTIFY COMPLIANCE WITH FDA REQUIREMENTS FOR PROPOSED USE OF INVESTIGATIONAL NEW DRUGS IN ADDITION TO CERTIFICATION OF INSTITUTIONAL REVIEW BOARD APPROVAL, THE FOLLOWING REPORT FORMAT SHOULD BE USED FOR EACH IND: (ATTACH ADDITIONAL IND CERTIFICATIONS AS NECESSARY).

- IND FORMS FILED: ☐ FDA 1571, ☐ FDA 1572, ☐ FDA 1573
- NAME OF IND AND SPONSOR
- DATE OF 30-DAY EXPIRATION OR FDA WAIVER (FUTURE DATE REQUIRES FOLLOWUP REPORT TO AGENCY)
- FDA RESTRICTION
- SIGNATURE OF INVESTIGATOR DATE

6. COOPERATING INSTITUTIONS - ADDITIONAL REPORTING REQUIREMENT

SECTION 46.16 OF TITLE 45 OF THE *Code of Federal Regulations* IMPOSES SPECIAL REQUIREMENTS ON THE CONDUCT OF STUDIES OR ACTIVITIES IN WHICH THE GRANTEE OR PRIME CONTRACTOR OBTAINS ACCESS TO ALL OR SOME OF THE SUBJECTS THROUGH COOPERATING INSTITUTIONS NOT UNDER ITS CONTROL. IN ORDER THAT THE DHEW BE FULLY INFORMED, THE FOLLOWING REPORT IS REQUESTED WHEN APPLICABLE.

USE FOLLOWING REPORT FORMAT FOR EACH INSTITUTION OTHER THAN GRANTEE OR CONTRACTING INSTITUTION WITH RESPONSIBILITY FOR HUMAN SUBJECTS PARTICIPATING IN THIS ACTIVITY: (ATTACH ADDITIONAL REPORT SHEETS AS NECESSARY).

INSTITUTIONAL AUTHORIZATION FOR ACCESS TO SUBJECTS

- SUBJECTS:' STATUS (WARDS, RESIDENTS, EMPLOYEES, PATIENTS, ETC.)

NUMBER AGE RANGE
NAME OF OFFICIAL (PLEASE PRINT)
TITLE TELEPHONE

NAME AND ADDRESS OF
COOPERATING INSTITUTION

- OFFICIAL SIGNATURE

NOTES: *(e.g., report of modification in proposal as submitted to agency affecting human subjects involvement)*

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

ASSURANCE OF COMPLIANCE WITH SECTION 504 OF THE REHABILITATION ACT OF 1973, AS AMENDED

The undersigned (hereinafter called the "recipient") HEREBY AGREES THAT it will comply with section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), all requirements imposed by the applicable HEW regulation (45 C.F.R. Part 84), and all guidelines and interpretations issued pursuant thereto.

Pursuant to § 84.5(a) of the regulation [45 C.F.R. 84.5(a)], the recipient gives this Assurance in consideration of and for the purpose of obtaining any and all federal grants, loans, contracts (except procurement contracts and contracts of insurance or guaranty), property, discounts, or other federal financial assistance extended by the Department of Health, Education, and Welfare after the date of this Assurance, including payments or other assistance made after such date on applications for federal financial assistance that were approved before such date. The recipient recognizes and agrees that such federal financial assistance will be extended in reliance on the representations and agreements made in this Assurance and that the United States will have the right to enforce this Assurance through lawful means. This Assurance is binding on the recipient, its successors, transferees, and assignees, and the person or persons whose signatures appear below are authorized to sign this Assurance on behalf of the recipient.

This Assurance obligates the recipient for the period during which federal financial assistance is extended to it by the Department of Health, Education, and Welfare or, where the assistance is in the form of real or personal property, for the period provided for in § 84.5(b) of the regulation [45 C.F.R. 84.5(b)].

The recipient: [Check (a) or (b)]

a. ( ) employs fewer than fifteen persons;
A73

b. ( ) employs fifteen or more persons and, pursuant to § 84.7(a) of the regulation [45 C.F.R. 84.7(a)], has
A74 designated the following person(s) to coordinate its efforts to comply with the HEW regulation:

Name of Designee(s) – Type or Print
C12 C42

Name of Recipient – Type or Print A12 A41	Street Address or P. O. Box A42 A71
(IRS) Employer Identification Number A1 A11 B1 B11 C1 C11	City B12 B41
	State Zip B42 B71

I certify that the above information is complete and correct to the best of my knowledge.

Date B72 B77	Signature and Title of Authorized Official B78

If there has been a change in name or ownership within the last year, please PRINT the former name below:

NOTE: The 'A', 'B', and 'C' followed by numbers are for computer use. Please disregard.
PLEASE RETURN ORIGINAL TO: Office for Civil Rights, HEW, P. O. Box 8222, Washington, D.C. 20024.

HEW-641 (5/77)

D17

IMPORTANT NOTICE
TO PROSPECTIVE PARTICIPANTS
IN USOE CONTRACT AND GRANT PROGRAMS

GRANTS

Applicants for grants from the U.S. Office of Education (USOE) have to compete for limited funds.

Deadlines assure all applicants that they will be treated fairly and equally, without last minute haste.

For these two reasons, USOE must set strict deadlines for grant applications. Prospective applicants can avoid disappointment if they understand that

Failure to meet a deadline will mean that an application will be rejected without any consideration whatever.

The rules, including the deadline, for applying for each grant are published, individually, in the Federal Register. A one-year subscription to the Register may be obtained by sending $50.00 to: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (Send check or money order only, no cash or stamps.)

The instructions in the Federal Register must be followed exactly. Do not accept any other advice you may receive. No USOE employee is authorized to extend any deadline published in the Register.

Questions regarding submission of applications may be addressed to:

U.S. Office of Education
Application Control Center
Washington, D.C. 20202

CONTRACTS

Competitive procurement actions undertaken by the USOE are governed by the Federal Procurement Regulations and implementing HEW Procurement Regulations.

Generally, prospective competitive procurement actions are synopsized in the Commerce Business Daily (CBD). Prospective offerors are therein advised of the nature of the procurement and where to apply for copies of the Request for Proposals.

Offerors are advised to be guided solely by the contents of the CBD synopsis and the instructions contained in the Request for Proposals (RFP). Questions regarding the submission of offers should be addressed to the Contracting Officer identified on the face page of the RFP.

Offers are judged in competition with others, and failure to conform with any substantive requirements of the RFP will result in rejection of the offer without any consideration whatever.

Do not accept any advice you receive that is contrary to instructions contained in either the CBD synopsis or the RFP. No USOE employee is authorized to consider a proposal which is non-responsive to the RFP.

A subscription to the CBD is available for $80.00 per year via second class mail or $105.00 per year via first class mail. Information included in the Federal Procurement Regulations (FPR) and the Health, Education and Welfare Procurement Regulations (HEWPR) are contained respectively in Title 41, Code of Federal Regulations, Chapters 1 to 2 ($5.70) and Title 41, Code of Federal Regulations, Chapters 3 to 6 ($5.90). The foregoing publications may be obtained by sending your check or money order only, no cash or stamps, to:

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

In an effort to be certain this important information is widely disseminated, this notice is being included in all USOE mail to the public. You may, therefore, receive more than one notice. If you do, we apologize for any annoyance it may cause you.

OE FORM 5348, 7/77   REPLACES OE FORM 5348, 7/75, WHICH IS OBSOLETE

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☆U.S. GOVERNMENT PRINTING OFFICE: 1978 281-252/2102 1-3